



**Department of Sociology**

**Four Years B.A. (Honours) / Integrated  
M.A. Programme in Sociology**

**As per  
National Education Policy (NEP)  
2020**

**( Effective from the academic year 2021-22 )**

## Model Curriculum

**Name of the Degree Program:** BA

**Discipline Core:** Sociology **Total Credits for the Program:** 06

**Starting year of implementation:** 2022-2023

### **Program Objectives:**

1. Introduce the students to the basic concepts and processes in sociology to understand the social life
2. Provide different perspectives of understanding the social life of people
3. Update the students with different fields of Sociology and latest developments in the field
4. Develop the skills to analyse, interpret and present today's social situation - developments and problems
5. Critically appreciate the social construction of reality
6. Ability to examine, relate and connect theory with research
7. Equip the students to develop communication skills
8. Prepare the students to enter the professional field with ethical responsibility and knowledge as teachers, researchers, administrators, facilitators etc. by exercising intellectual autonomy
9. Prepare students for their dissertation research

### **Program Outcomes:**

**By the end of the program the students will be able to:**

(Refer to literature on outcome-based education (OBE) for details on Program Outcomes)

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyse data, make conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skilfully Participate in Research Groups and market Research Firms
6. Serve in Development Agencies, Government Departments and Projects
7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician
8. Transfer Skills as a Teacher, Facilitator of Community Development

9. Competent to make a difference in the community

**Assessment:****Weightage for assessments (in percentage)**

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	40	60

**Curriculum Structure for the Undergraduate Degree Program BA**

**Total Credits for the Program: 18 (9+9)**

**Starting year of implementation: 2022**

**Name of the Degree Program: B.A**

**Discipline/Subject: Sociology**

**Title of the Course: (B A - 3<sup>rd</sup> and 4<sup>th</sup> Semesters)**

Course 5: Social Stratification and Mobility		Course 6: 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

**Program Articulation Matrix:**

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

**Objectives**

- Recognise the features of open and closed stratification systems
- Distinguish between caste and class
- Appreciate different theoretical approaches to social stratification
- Appreciate the significance of mobility and agents of mobility

Sem	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy##	Assessment\$
5	Social Stratification and Mobility	1. Understand the nature and role of social stratification 2. Recognise different types of stratification and mobility 3. Describe different types of social stratification and mobility 4. Critically understand and analyse different theories of social stratification	B A 1st year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
6	Sociology of Urban Life in India	1. Identify the new forms taken by social institutions 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively	B A 1st year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

7	Sociology of Marginalised Groups	1. Knowledge of marginalisation and marginalised groups in India 2. Understand the impact of powerlessness in social life 3. Ability to participate and critically view efforts undertaken to address inequalities	B A 1st year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered
8	Population and Society	1. Define the basic concepts of population studies 2. Understand the dynamics of population from sociological perspectives 3. Understand problems around India's population 4. Critically analyse population policies of India	B A 1st year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

### Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/problem or project based learning/ case studies/self study like seminar, term paper or MOOC

\$ Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

## BA Semester III

## Title of the Course:

Course 5: Social Stratification and Mobility		Course 6: 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

**Course Pre-requisite(s):** (Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)

**Completion of DSC1-DSC4**

**Course Outcomes (COs) for DSC 5:**

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

1. Understand the nature and role of social stratification
2. Recognise different types of stratification and mobility
3. Describe different types of social stratification and mobility
4. Critically understand and analyse different theories of social stratification

**Articulation Matrix for Course 5: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the nature and role of social stratification	X	X	X	X				X	X
Recognise different types of stratification and mobility	X	X	X	X		X	X	X	X
Describe different types of social stratification and mobility	X	X	X	X	X	X	X	X	X
Critically understand and analyse different theories of social stratification	X	X		X			X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

<b>Content of Course 5: Social Stratification and Mobility</b>	<b>42 Hrs</b>
<b>Unit – 1 Stratification - Features and Forms</b>	<b>14</b>
<b>Chapter No. 1.</b> Basic characteristics of Stratification: Melvin M Tumin	4
<b>Chapter No.2.</b> Forms of Social Stratification - Caste, Class, Estate	4
<b>Chapter No.3.</b> Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling	6
<b>Unit – 2 Perspectives on Stratification</b>	<b>14</b>
<b>Chapter No. 4.</b> Functional Theory: Kingsley Davis and W E Moore's perspective and critique by Melvin M Tumin	5
<b>Chapter No.5.</b> Karl Marx's Theory: Class and Social Change	4
<b>Chapter No.6.</b> Weber's Theory: Class, Status and Power	5
<b>Unit – 3 Social Mobility</b>	<b>14</b>
<b>Chapter No.7.</b> Meaning of social mobility; forms of social mobility: horizontal and vertical, intergenerational and intragenerational mobility	5
<b>Chapter No.8.</b> Role of Education and Profession in the Rise of Middle Class	4
<b>Chapter No.9.</b> Mobility in Caste in Contemporary India	5

### 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)

[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>

C Wright Mills on Power Elite

[https://www.epw.in/system/files/pdf/1964\\_16/34\\_wright\\_mills\\_and\\_the\\_power\\_elite.pdf](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](https://www.sav.sk/journals/uploads/05281234AAS_20-1_Gundemeda.pdf) Caste in Twenty First 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

Dirks, Nicholas B 2001, Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, Princeton

Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21<sup>st</sup> Century, Routledge, New York

- Hess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2<sup>nd</sup> Edition, Routledge, London
- 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
- Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge
- ಶಂಕರ ರಾವ್, ಜೆ ನ (2014) ಸಾಮಾಜಿಕ ಸ್ತರ ವಿನಾಸ ಮತ್ತು ಚಲನೆ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಜೆ ನ (2015) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

**Suggested Activities: Please refer to the following books**

- 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
- Rao, Shankar C N (2019) Sociology: Principles of Sociology with an Introduction to Social Thought, S Chand and Co, 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	30
Written Test	10
<b>Total</b>	<b>40</b>

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

**Dr Ramegowda A**

**Date: 11/7/2022 Course Co-ordinator**

**Subject Committee Chairperson**

## B.A. Semester III

<b>Course Title: Sociology of Urban Life in India</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

**Course Pre-requisite(s):** (Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)

**Completion of DSC1-DSC4**

### Course Objectives

- Describe the meaning and importance of Urban Sociology
- Understand the processes and types of urbanisation
- Appreciate different theoretical approaches to understanding urban social life
- Discuss social issues related to urbanisation and urban social life

### Course Outcomes (COs) for DSC 6:

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

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. Critically evaluate urban policies

### Articulation Matrix for Course 5: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Define the basic concepts of Urban Sociology	X	X	X					X	X

Identify and describe different types of city	X		X	X				X	X
Analytically understand theoretical issues related to urban society	X	X	X	X	X	X	X	X	X
Critically evaluate urban policies	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

<b>Content of Course 6: Sociology of Urban Life in India</b>	<b>42 Hrs</b>
<b>Unit – 1 Introducing Urban Sociology</b>	<b>17</b>
<b>Chapter No. 1.</b> Meaning of Urban Sociology and its importance; a brief history of Urban Sociology in India and world	6
<b>Chapter No.2.</b> Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity and Global City	6
<b>Chapter No.3.</b> Urbanisation and its Challenges: Rural-Urban Continuum, Suburbs, Urban Fringe, Urban Sprawl, Edge Cities	5
<b>Unit – 2 Perspectives on Urban Society</b>	<b>9</b>
<b>Chapter No. 4.</b> Ecological Theory (Chicago School)	3
<b>Chapter No.5.</b> World and Global Cities (Saskia Sassen)	3
<b>Chapter No.6</b> Spaces of Flows (Manuel Castells), Cities in the South	3
<b>Unit – 3 Urban Policy</b>	<b>16</b>
<b>Chapter No.7.</b> Inequalities: Caste, Class, Gated Communities and Social Exclusion	5
<b>Chapter No.8.</b> Urban Governance: 74th Amendment to the Indian Constitution, Urban Development and Planning	6
<b>Chapter No.9.</b> Urban Policy: Urbanisation and Environmental Concerns, Smart cities	5

## 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://metropolitix.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>

### Unit 2

[https://www.yorku.ca/lfooster/2006-](https://www.yorku.ca/lfooster/2006-07/sosi3830/lectures/URBAN_SOCIOLOGY_THEORIES.html)

[07/sosi3830/lectures/URBAN\\_SOCIOLOGY\\_THEORIES.html](https://www.yorku.ca/lfooster/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](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.researchgate.net/publication/305936766_Urban_Culture_Definition_and_Contextualization)

<https://www.lincolnst.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%2Ffiles%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://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 Stratification

### Unit 3

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7124478/> Urban Inequalities in 21<sup>st</sup> Century Economy

[https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban\\_inequality\\_final.pdf](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://files.eric.ed.gov/fulltext/EJ1271868.pdf> Youth Leisure in Cultural Space of Modern City

<https://www.researchgate.net/publication/287749933> India's 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=2ahUKEwizqcGg2Pb1AhUYsFYBHeuLA2QQFnoECCUQAQ&url=https%3A%2F%2Fwww.mdpi.com%2F2071-1050%2F12%2F24%2F10402%2Fpdf&usg=AOvVaw1Zuq50RVdp3csiMTc1YCR2>

Environmental Concerns and Urbanisation in India

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4824703/> Urbanisation and Greening of Indian Cities

<https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-India-16092021.pdf>

<https://cprindia.org/bookchapters/urban-india-and-climate-change/> in the book Indian in a Warming World (whole book can be downloaded)

## Reference Books

Flanagan, William G 2010, Urban Sociology: Images and Structures, 5<sup>th</sup> 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, 3<sup>rd</sup> Edition, Praeger, California

LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6<sup>th</sup> 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, 2<sup>nd</sup> Edition, Routledge, New York

Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi

ಶಂಕರ ರಾವ್, ಜೆ ನ (೨೦೦೫) ನಗರ ಸಮಾಜಶಾಸ್ತ್ರ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

ಶಂಕರ ರಾವ್, ಜೆ ನ (೨೦೦೫) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

ಮುಳುಗುಂದ, ಐ ಸಿ (೨೦೦೫) ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

**Suggested Activities: Please refer to the following books**

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	30
Written Test	10
<b>Total</b>	<b>40</b>

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

**Dr Ramegowda A**

Date: 11/7/2022 Course Co-ordinator

Subject Committee Chairperson



## BA Semester IV

## Title of the Course:

Course 7: Sociology of Marginalised Groups		Course 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

**Course Pre-requisite(s):** *(Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)*

**Completion of DSC1-DSC4**

## Course Objectives

- Discuss the process of marginalisation and its types
- Examine the consequences of marginalisation
- Describe the measures to ameliorate the negative consequences of marginalisation
- Analyse the impact of forces of social change on marginalised groups

## Course Outcomes (COs) for DSC 5:

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Knowledge of marginalisation and marginalised groups in India
2. Understand the impact of powerlessness in social life
3. Ability to participate and critically view efforts undertaken to address inequalities

### Articulation Matrix for Course 7: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
--	---	---	---	---	---	---	---	---	---

Knowledge of marginalisation and marginalised groups in India	X	X	X	X	X			X	X
Understand the impact of powerlessness in social life	X	X	X	X				X	X
Ability to participate and critically view efforts undertaken to address inequalities	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

<b>Content of Course 7: Sociology of Marginalised Groups</b>	<b>42 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>16</b>
<b>Chapter No. 1.</b> Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic; Relationship between Marginalisation and Social Exclusion	6
<b>Chapter No.2.</b> Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly	5
<b>Chapter No.3.</b> Socio-economic Indices of Marginalisation: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	5
<b>Unit - 2 Marginalisation and Affirmative Action</b>	<b>14</b>
<b>Chapter No. 4.</b> Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)	5
<b>Chapter No.5.</b> Scheduled Castes, Scheduled Tribes and Status of Women in these groups; Status of Transgenders	5
<b>Chapter No.6.</b> Status of Landless Agricultural Labourers, Status of Land Ownership among Scheduled Caste and Scheduled Tribes	4
<b>Unit - 3 Marginalised Groups and Social Change</b>	<b>12</b>
<b>Chapter No.7.</b> Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion, Migration	6
<b>Chapter No.8.</b> Challenges of Privatisation and Response by Marginalised Groups	3
	3

<b>Chapter No.9. Social Justice in the context of Globalisation</b>	
---	--

**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\\_fig1\\_254229902](https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations_fig1_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-reflections.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](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/fiveyr/10th/volume2/v2\\_ch4\\_1.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/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, Readings in Indian Sociology - Volume 1, 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

Singh, K S (1994) The Scheduled Tribes, Oxford University Press, New Delhi

Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, 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

ಗುರುಲಿಂಗಯ್ಯ, ಎಂ (೨೦೧೬) ಅಂಚಿನ ಗುಂಪುಗಳ ಸಮಾಜಶಾಸ್ತ್ರ, ದೀವಿತ ಪ್ರಕಾಶನ, ತುಮಕೂರು

ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೬) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

### **Suggested Activities: Please refer to the following books**

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	30
Written Test	10
<b>Total</b>	<b>40</b>

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

Date: 11/7/2022 Course Co-ordinator

**Dr Ramegowda A**  
Subject Committee Chairperson

**B.A. Semester IV**

<b>Course Title: Population and Society</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

**Course Pre-requisite(s):** (Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)

**Completion of DSC1-DSC4**

**Course Objectives**

- Describe the relationship between population and society
- Explain demographic trends in the world and their major determinants
- Discuss the need and basis of India's population policies and programmes

**Course Outcomes (COs) for DSC 8:**

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

1. Define the basic concepts of population studies
2. Understand the dynamics of population from sociological perspectives
3. Understand problems around India's population
4. Critically analyse population policies of India

**Articulation Matrix for Course 8: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Define the basic concepts of population studies	X	X	X					X	X
Understand the dynamics of population from sociological perspectives	X	X	X	X	X			X	X
Understand problems around India's population	X		X	X	X	X	X	X	X
Critically analyse population policies of India	X		X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

<b>Content of Course 8: Population and Society</b>	<b>42 Hrs</b>
<b>Unit – 1 Introduction</b>	<b>14</b>
<b>Chapter No. 1.</b> Relationship between society and population	4
<b>Chapter No.2.</b> Global Population Trends: role of fertility, mortality and migration; Power of Doubling	5
<b>Chapter No.3.</b> Age and Sex Composition in India and its Impact; Demographic Dividend	5
<b>Unit – 2 Sources of Demographic Data</b>	<b>14</b>
<b>Chapter No. 4.</b> Population Census: Uses and Limitations; Indian Censuses	6
<b>Chapter No.5.</b> Vital Registration System	4
<b>Chapter No.6.</b> National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)	4
<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	6
<b>Chapter No.8.</b> Need of Population Policy; Millennium Development Goals and Sustainable Development Goals	4
<b>Chapter No.9.;</b> Population Policy of India; Programmes and their Evaluation	4

### 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%20notes/health%20science%20students/population%20development.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://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.

Ahuja, Ram. (1992) *Social problems in India*. Jaipur, Rawat Publications.

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.

Rao, Shankar (2021) Sociology of Indian Society, 16<sup>th</sup> Reprint, S Chand and Co, New Delhi

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.

ರಾಜಶೇಖರ, ಎಸ್ (೨೦೧೩) ಜನಸಂಖ್ಯಾಶಾಸ್ತ್ರ, ಮೈಸೂರು ಯುಕ್ ಹೌಸ್, ಮೈಸೂರು

ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೬) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತಿ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

### ***Suggested Activities: Please refer to the following books***

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Activities	30
Written Test	10
<b>Total</b>	<b>40</b>

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

***Dr Ramegowda A***

**Date: 11/7/2022 Course Co-ordinator**

**Subject Committee Chairperson**

## BA Semester III

Title of the Course:

Open Elective 3: Sociology of Youth		Open Elective 3: Sociology of Tourism Management	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39

**Course Pre-requisite(s):** *(Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course)*

*None*

**Course Outcomes (COs) for OE 3:****B.A. II Year - Open Elective 3**

<b>Course Title: Sociology of Youth</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Recognise and explain how sociologists conceptualise 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

**Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Recognise and explain how sociologists conceptualise and study youth and youth hood	X	X		X				X	
Understand how youth evolve in the context of social, economic and cultural settings	X	X	X	X	X	X			
Understand concerns and problems of youth	X	X	X	X			X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome

Content of OE 3: Sociology of Youth	39 Hrs
<b>Unit – 1 Age Groups and Social Structure</b>	<b>13</b>
<b>Chapter No. 1.</b> Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag ((Riley)	5
<b>Chapter No.2.</b> Youth Cultures, Subcultures, Counter Culture, Contra Culture	4
<b>Chapter No.3.</b> Response of Youth to Caste and Class Inequalities	4
<b>Unit – 2 Youth and Society</b>	<b>13</b>
<b>Chapter No. 4.</b> Youth, Leisure and Music	4
<b>Chapter No.5.</b> Globalisation of Youth Culture; Marketing Youth Culture	4
<b>Chapter No.6.</b> Youth, Media and Technology	5
<b>Unit – 3 Youth and Social Concerns</b>	<b>13</b>
<b>Chapter No.7.</b> Health and Wellbeing of Youth: Iconic Role Model of Padma Shri Sulgitti Narasamma	4
<b>Chapter No.8</b> Youth, Protest and Violence: Social, Political and Economic Issues	4
<b>Chapter No.9.</b> Youth, Peer groups and Drug Culture	5
<b>Chapter No.10.</b> Youth, Nationalism and Globalisation	

### 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://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](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://socialsci.libretexts.org/Bookshelves/Sociology/Introduction%20to%20Sociology/Book%3A%20Sociology%20(Boundless)/03%3A%20Culture/3.03%3A%20Culture%20and%20Adaptation/3.3C%3A%20Cultural%20Lag)

<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://haenfler.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://www.un.org/esa/socdev/unyin/documents/ydiCarlesFeixa%20Leisure.pdf)

<https://en.unesco.org/creativity/policy-monitoring-platform/youth-culture-leisure-time>

<https://www.mapsofindia.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->

<EAEK316/Researching%20%20youth%20culture.pdf>

[https://www.scirp.org/pdf/AA\\_2016111018100081.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.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 Difference](https://www.academia.edu/1583989/The_Glocalization_of_Youth_Culture_The_Global_Youth_Segment_as_Structures_of_Common_Difference)

<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.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 Glasgow streets

<https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/story-zYvk2GebUUVBtzjOzcLA1N.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 Twentieth Century". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468-4446.2005.00083

Gangrade, K D 1970, Intergenerational Conflict: 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, *Pacific Affairs*, Vol.50. No.2, pp.231-248

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

Mannheim, Karl (1952) "The Problem of Generations". In Kecskemeti, Paul (ed.). *Essays on the*

Sociology 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: The Modernity Role of Socioeconomic Status, *Health, Education & Behaviour*, Vol.41, No.2, pp.121-126

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

***Suggested Activities: Please refer to the following books***

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	30
Written Test	10
<b>Total</b>	<b>40</b>

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

***Dr Ramegowda A***

**Date: 11/7/2022 Course Co-ordinator**

**Subject Committee Chairperson**

**B.A. - Open Elective 3**

<b>Course Title: Sociology of Tourism and Management</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

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

**Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Explain the relationship between tourism, culture and cultural heritage	X	X		X				X	
Explain the social, cultural and economic impacts of tourism on local communities	X	X	X	X	X	X			
Understand the relationship between tourism and consumption	X	X	X	X			X	X	X
Understand the principles of tourism management			X	X	X	X	X		X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome



<b>Content of OE 3: Sociology of Tourism and Management</b>	<b>39 Hrs</b>
<b>Unit – 1 Sociology, Tourism, Tourists</b>	<b>14</b>
<b>Chapter No. 1.</b> Definitions of Sociology, Culture, Tourism, Tourists, Tourist Gaze; Relation between Tourism, Leisure and Recreation;	5
<b>Chapter No.2.</b> Types of Tourism: Cultural, Heritage, Religious, Medical, Food, Sports, Yoga and Eco Tourism	5
<b>Chapter No.3.</b> Tourism and Locals; Hosts and Guests: Mutual Impact	4
<b>Unit – 2 Tourism System</b>	<b>10</b>
<b>Chapter No. 4.</b> Development and Structure of the Tourist System - Motivation and Role of Tourist	3
<b>Chapter No.5.</b> Impact of Tourism on Host Place: Social, Economic, Climate and Environmental	4
<b>Chapter No.6.</b> Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; Sustainability of Tourism	3
<b>Unit – 3 Tourism Management</b>	<b>15</b>
<b>Chapter No.7.</b> Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Roles and Decision Making Process; Role of Intermediaries	5
<b>Chapter No.8.</b> Marketing for Tourism: Definition; Tourism as a Service Industry: Product, Price, Promotion and Place	5
<b>Chapter No.9.</b> Information Technology and Tourism: ICT as a Business Tool; eTourism	5

### Suggested Internet Resources

<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](https://wedocs.unep.org/bitstream/handle/20.500.11822/11349/rsocr_printedition.compressed_Part28.pdf?sequence=29&isAllowed=y) Tourism and Recreation

<https://tourismnotes.com/travel-tourism/> Tourism and types

<http://www.ijcrar.com/vol-1/T.Arunmozhi%20and%20A.%20Panneerselvam.pdf> Types of Tourism in India

<https://www.researchgate.net/publication/269412018> Tourism and Local Society and Culture

<https://eujournalofuturesresearch.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 Hosts and 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/files/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](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://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://papers.ssrn.com/sol3/papers.cfm?abstract_id=2289872)

[https://www.laguardia.edu/uploadedfiles/ce/content/english\\_language\\_learning/center\\_for\\_immigrant\\_education\\_and\\_training/gp-hotel\\_t.e.a.c.h/unit5.pdf](https://www.laguardia.edu/uploadedfiles/ce/content/english_language_learning/center_for_immigrant_education_and_training/gp-hotel_t.e.a.c.h/unit5.pdf)

### Reference Books

Burns, Peter M 1999, An Introduction to Tourism and Anthropology, Routledge, London

Fletcher, John & others, 2018, Tourism: Principles and Practice, 6<sup>th</sup> Edition, Pearson, UK

Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological Beginnings, Elsevier, Amsterdam

Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies, Sage, New Delhi

### *Suggested Activities: Please refer to the following books*

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	30
Written Test	10
<b>Total</b>	<b>40</b>

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

Date: 11/7/2022 Course Co-ordinator

*Dr Ramegowda A*  
Subject Committee Chairperson

**BA Semester IV****Title of the Course:**

Open Elective 4: Sociology of Leisure		Open Elective 4: Sociology of Food Culture	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Describe the concept of leisure, associated terms and types
2. Understand the relationship between leisure and stratification
3. Analyse the impact of commodification of leisure

**Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Explain the relationship between tourism, associated terms and types	X			X				X	
Explain the social, cultural and economic impacts of tourism on local communities	X	X	X	X	X	X		X	
Analyse the impact of commodification of leisure	X	X	X	X			X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome

<b>Content of OE 4: Sociology of Leisure</b>	<b>39 Hrs</b>
<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	4
<b>Chapter No.2.</b> Leisure, Recreation, Play, Pleasure and Leisure Identity; Leisure, Work and Post work	4
<b>Chapter No.3.</b> Types of Leisure: Serious, Casual, Postmodern, Therapeutic	5
<b>Unit – 2 Constraints on Leisure Participation</b>	<b>13</b>
<b>Chapter No. 4.</b> Class Inequality and Exclusion from Leisure Participation	4
<b>Chapter No.5.</b> Leisure Participation and Gender Relations - Leisure and Beauty System	4
<b>Chapter No.6.</b> Leisure Participation, Age and Disability	5
<b>Unit – 3 Commodification of Leisure</b>	<b>13</b>
<b>Chapter No.7.</b> Cinemas, OTTs and Reality T V	4
<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	4
<b>Chapter No.9.</b> Social Media as Leisure Activity - Role in Identity Building	5

### 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/BEFB7723CC9F9D737FD9FB97C743DFD0/S1834490913000068a.pdf/div-class-title-leisure-type-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://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/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/343473867> A Study OTT Viewership in Lockdown and Viewer's Dynamic Watching Experience  
[http://164.100.47.193/Refinput/New Reference Notes/English/16072021 150800 102120 526.pdf](http://164.100.47.193/Refinput/New%20Reference%20Notes/English/16072021%20150800%20102120526.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 I

importance in Living a Healthy Physical and Psycho-Social Lifestyle

<https://www.researchgate.net/publication/292799133> The effects of social media on leisure

<https://dergipark.org.tr/tr/download/article-file/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

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

### *Suggested Activities: Please refer to the following books*

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

<b>Formative Assessment</b>
-----------------------------



Assessment Occasion/ type	Weightage in Marks
Activities	30
Written Test	10
<b>Total</b>	<b>40</b>

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

Date: 11/7/2022 Course Co-ordinator

**Dr Ramegowda A**  
Subject Committee Chairperson

<b>Course Title: Sociology of Food Culture</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household to industry
3. Critically understand the relationship between food and risk society

**Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Appreciate the complex relations between food, individual and society	X	X		X				X	
Understand the evolution of food production and consumption from household to industry	X	X	X	X		X	X	X	
Critically understand the relationship between food and risk society	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome

<b>Content of OE 4: 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	5
<b>Chapter No.2.</b> Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian	4
<b>Chapter No.3.</b> Local Food Cultures and Taste for Exotic	4
<b>Unit – 2 Food from Domestic to Industry</b>	<b>13</b>
<b>Chapter No. 4.</b> Industrialisation of Food Production and Distribution	5
<b>Chapter No.5.</b> Hotels, Restaurants and Catering Sector	4
<b>Chapter No.6.</b> Cooking as duty and cooking for self-pleasure	4
<b>Unit – 3 Food and Risk Society</b>	<b>13</b>
<b>Chapter No.7.</b> Diet and Body: Social Appearance and Beauty	4
<b>Chapter No.8.</b> Global Overview: Consumption: Patterns and Reasons; Overeating, Under-eating and Hunger	4
<b>Chapter No.9.</b> GM Foods, Organic Foods and Modern Food Practices as Risk Factor	5

### Suggested Internet Resources

#### Unit 1

1. <https://www.researchgate.net/publication/313215444> The Sociology of Food Eating and Place of Food in Society
2. <https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence=1> Food Beliefs and Taboos
3. <https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : A Sociology of Food and Eating: Why Now?
4. Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31. <https://doi.org/10.1108/00070709010133766>

5. [https://www.e3s-conferences.org/articles/e3sconf/pdf/2021/30/e3sconf\\_farba2021\\_10027.pdf](https://www.e3s-conferences.org/articles/e3sconf/pdf/2021/30/e3sconf_farba2021_10027.pdf) An article on Sociology of Nutrition
6. Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, The American Journal of Clinical Nutrition, Volume 26, Issue 10, October 1973, Pages 1108-1110, <https://doi.org/10.1093/ajcn/26.10.1108>
7. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9566.2008.01128.x> Food and Eating as Social Practice
8. Højlund, S. Taste as a social sense: rethinking taste as a cultural activity. Flavour 4, 6 (2015). <https://doi.org/10.1186/2044-7248-4-6>
9. <https://www.aabri.com/manuscripts/141797.pdf> Food and identity: Food studies, cultural, and personal identity

## Unit 2

1. <https://www.foodsystemprimer.org/food-production/industrialization-of-agriculture/>
2. <https://www.alimentarium.org/en/magazine/society/industrialisation-food-creates-unease>
3. <https://pubs.iied.org/sites/default/files/pdfs/migrate/9338IIED.pdf> Food Industrialisation and Food Power: Implications for Food Governance
4. <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095827139>
5. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", British Food Journal, Vol. 92 No. 6, pp. 3-5.  
<https://doi.org/10.1108/00070709010001861>
6. [sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x](https://sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x) The Shock of the New: A Sociology of Nouvelle Cuisine
7. Meike Brückner, Sandra Čajić & Christine Bauhardt (2021) Reflection: Food as pleasure or pressure? The care politics of the pandemic, Food and Foodways, 29:3, 289-298, DOI: 10.1080/07409710.2021.1943612;  
<https://www.tandfonline.com/doi/pdf/10.1080/07409710.2021.1943612>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

**Unit 3**

1. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", British Food Journal, Vol. 92 No. 6, pp. 3-5.  
<https://doi.org/10.1108/00070709010001861>
2. [https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/Sociology\\_final\\_published1039\\_full.pdf](https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/Sociology_final_published1039_full.pdf) Positioning Food Cultures: Alternative Food as Distinctive Consumer Practice
3. <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
4. <https://www.fao.org/3/i7846e/i7846e.pdf> Nutrition and Food Systems:A Report by High Level Panel of Experts

**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, Tr by Augusta Dorr, Bloomsbury, UK
- Rastogi, Sanjeev (Ed) 2014, Ayurvedic Science of Food and Nutrition, Springer, New York

***Suggested Activities: Please refer to the following books***

- 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	30
Written Test	10
<b>Total</b>	<b>40</b>

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

Date: 11/7/2022 Course Co-ordinator

*Dr Ramegowda A*  
Subject Committee Chairperson