



St Aloysius College (Autonomous)
Mangaluru

Re-accredited by NAAC “A” Grade
Course structure and syllabus of
B.A.
SOCIOLOGY

Under NEP Regulations, 2021



Re-accredited by NAAC with 'A' Grade with CGPA 3.62/4
Recognised by UGC as "College with Potential for Excellence"
Conferred "College with "STAR STATUS" by DBT, Government of India.
Centre for Research Capacity Building under UGC-STRIDE

Date: 21-02-2022

NOTIFICATION

Sub: Syllabus of **B.A. SOCIOLOGY** under NEP Regulations, 2021.
(As per Mangalore University guidelines)

Ref: 1. Decision of the Academic Council meeting held on 18-12-2021 vide
Agenda No: 6 (2021-22)
2. Office Notification dated 21-02-2022

Pursuant to the above, the Syllabus of **B.A. SOCIOLOGY** under NEP Regulations, 2021 which was approved by the Academic Council at its meeting held on 18-12-2021 is hereby notified for implementation with effect from the academic year **2021-22**.

PRINCIPAL



REGISTRAR

To:

1. The Chairman/Dean/HOD
2. The Registrar Office
3. Library

BOS Meeting Conducted and Syllabus Presented and Approved on 19.11.2021.

Member names	Presence
Ms Joan Rita O'Brien (Chairperson) Assistant Professor & HOD, Department of Sociology St Aloysius College (Autonomous), Mangalore	Present
Dr Vinay Rajath (University Nominee) Associate Professor, Department of Sociology Mangalore University	Present
Dr Meenakumari (External Subject Expert) HOD, Department of Sociology Fatima College Madurai, Tamil Nadu	Present
Mr Yogindra B (Meritorius Alumna & Subject Expert) Associate Professor, Department of Sociology Pompei College, Aikala	Present
Mr Uday Shenoy (Industry Representative)	Absent
Ms Alina Peris (Student Representative) Final Year BA	Present
Ms Savitha D'Souza (Faculty member) Assistant Professor, St Aloysius College (Autonomous) Mangalore	Present

Preamble:

Sociology is the study of social life, of group interaction and social behaviour. Since earliest time philosophers, administrators and social scientists have been trying to understand social life. In this attempt there arose social sciences like economics, anthropology, psychology and political science. However, all these sciences do not give us a complete picture of society or of man's social life. Therefore, the discipline of sociology was designed and developed to achieve this end. Thus sociology is a synthesizing discipline trying to unify the results of separate disciplines with a definite purpose, at the same time it is also an analytic and specialized science with its own field of research. Sociology essentially deals with the network of social relationships in society.

General Objectives of the Programme:

1. To introduce the students to the basic concepts and processes in sociology to understand the social life.
2. To equip the students with updated sociological knowledge pertaining to various subfields within the discipline of sociology.
3. To orient the students for comprehending sociological perspectives.
4. To analyze and critically assess the social reality.
5. Prepare students for various competitive examinations.
6. To inculcate the research aptitude and relevant skills in the students useful for their professional life.
7. To prepare the students for undertaking research, jobs in Colleges/Universities/ Research Institutions, various Government Departments and Non-governmental organizations.
8. To prepare the students for undertaking income earning jobs in organizations and agencies.
9. Continuous education in various special fields of Sociology.
10. Need based curricula and teaching to develop aptitude and skills.

II B. Model Program Structure for the UG Program

Bachelor of Arts in Sociology

Sem	Discipline Core (DSC)(Credits) (L+T+P))	Discipline Elective (DSE)/ Open Elective (OE) (Credits)(L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		Total Credits
					Skill Based (Credits) (L+T+P)	Value Based (Credits) (L+T+P)	
I	G 104 DC1.1 Understanding	G 104 OE1.1 <i>Indian Society;</i>	L1(3),		SEC-1: Digital		23
	Sociology (3)	<i>Continuity and Change</i>	L2		Fluency (2)		
		(3)	(3)		((1+0+2)		
	G 104 DC2.1		(3+1				
	Changing		+0)				
	Social		Each				
	Institutions in						
	India (3)						
	<i>Discipline B1(3),</i>						
	<i>B2(3)</i>						
II	G 104 DC1.2 Foundations of	G 104 OE1.2	L1(3),	Environ		Healthand	25
	Sociological	<i>Society through Gender</i>	L2	Studies		Wellne	
	Theory (3)	<i>Lens (3)</i>	(3)	((2)		ss/	
	G 104 DC2.2		(3+1			Social	
	Sociology of		+0)			and	
	Rural Life in		Each			Emotio	
	India (3)					nal	
						Learnin	
	<i>Discipline B3(3),</i>					g (2)	
	<i>B4(3)</i>					(1+0+2)	
Exit Option with Certificate (48 Credits)							

PROGRAMME OUTCOMES (BA)

- **PO 1:** The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible.
- **PO 2:** The B.A. graduates will be acquainted with the global social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.
- **PO 3:** The programme empowers and thoroughly prepares the graduates to appear for various competitive examinations or choose the post graduate programmes of their choice.
- **PO 4:** The programme enables the students to acquire knowledge with human values framing the base to deal with various problems in life with courage and humanity.
- **PO 5:** The students will be ignited enough to critically think and act over for solution to various issues prevailing in human life to make this world a better place.
- **PO 6:** The programme provides a holistic base for every student to become a responsible citizen.

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

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. The core pedagogy shall remain lectures along with activities.

Sem	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 percourse)	Pre-requisite course (s)	Pedagogy##	Assessment\$
1	Understanding Sociology	<p>Understand thenature and role of Sociology in a changing world</p> <p>Recognise different perspectives of perceiving the workings of social groups</p> <p>Express one’s understanding of current social issues in oral and written forms</p>	10+2 or PUC	<p>Experientiallearning (activity- based learning)</p> <p>Documentary screening</p> <p>Open forum discussions</p> <p>Debates</p> <p>Photo journalism</p>	Oral or writtenpresentations to assess analysing capability, creativity and communication skills
1	Changing Social Institutions in India	<p>1. Identify the newforms taken by social institutions</p> <p>2. Critically understand the implications of changes occurring</p> <p>3. Undertake micro research work and communicate effectively</p>	10+2 or PUC	<p>Micro projects</p> <p>Activity based learning</p> <p>Movie Screenings and review</p> <p>Book reviews</p> <p>Documentaries and discussions</p>	<p>Presentationof micro projects</p> <p>Questions asked and answered</p>

2	Foundations of Sociological Theory	<ol style="list-style-type: none"> 1. Appreciate the contemporaneity of classical sociological thought 2. Appreciate the need for thinking in theoretical terms and concepts 3. Demonstrate Basic Understanding of Theory and Research 	DSC-1 and DSC-2	<p>Role Play</p> <p>Group discussion</p> <p>Micro projects</p>	<p>Ability to analyse a social situation within the framework of theory</p> <p>Assess the relevance of a theory in contemporary terms</p>
2	Sociology of Rural Life in India	<ol style="list-style-type: none"> 1. Understand the myths and realities of village India constructed by Western scholars 2. Appreciate the role of traditional social institutions and how they have responded to forces of change 3. Make an informed analysis of various development programmes and challenges encountered 	DSC-1 and DSC-2	<p>Field visit and data collection</p> <p>Interviews</p> <p>Role plays</p> <p>Documentaries</p> <p>Web series</p> <p>Book reviews</p>	<p>Data collection</p> <p>Data analysis</p> <p>Presentation of data</p>

PROGRAMME SPECIFIC OUTCOMES: BA SOCIOLOGY

- **PSO1:** Demonstrate knowledge of fundamental theoretical approaches and core disciplinary concepts.
- **PSO2:** Understand sociological phenomena, social structures, social institutions, cultural practices, and multiple axes of difference and/or inequality.
- **PSO3:** Understand the Indian society, both the rural and urban communities, and the institutions therein with their complex functioning.
- **PSO4:** Possess knowledge of the history and evolution of the industrial society and its functioning in current times.
- **PSO5:** Develop an ability to use social scientific research methods to address sociological questions and exhibit critical thinking skills in evaluating sociological research, including the background assumptions, appropriateness of methods used and the strength of explanatory evidence.
- **PSO6:** Possess knowledge and analyse various social problems engulfing India and suggest remedies for the same.
- **PSO7:** Demonstrate the ability to use several of the major classical or contemporary perspectives in social theory and apply the same in contemporary society.
- **PSO8:** Understand the current social welfare programmes in India and their importance for the growth and progress of India keeping the vulnerable groups in mind.

BA
Semester 1

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

COURSE OUTCOMES

C01: Understand the discipline of Sociology

C02: Trace the origin of Sociology

C03: Analyse the relevance of Sociology in contemporary times

C04: Describe the fundamental theoretical approaches

C05: Apply the theories to conceptualize a sociological problem

C06: Understand the specialized branches of Sociology and various career opportunities

C07: Analyse the importance of the specialized branches of Sociology in the global context

C08: Understand the sociological thinking of the founders of Sociology.

C09: Understand the concept of culture

C010: Explain the process of socialization

C011: Apply socialization in the daily social lives

C012: Comprehend the uniqueness of sociological imagination in the study of society

C013: Impart critical thinking to interpret the social scenario.

BA Semester 1

TITLE: Understanding Sociology

Course Content:

Unit –I Foundation of Sociology

14 Hrs

- a. Definitions, and Scope of Sociology
- b. Emergence of sociology as a discipline – enlightenment, industrial revolution, French revolution, founding fathers.
- c. Importance of the Study of Sociology

Unit–II Sociology as Science

14 Hrs

- a. Branches of Sociology – Sociology of Tourism, Medical Sociology, Sociology of Law, Sociology of Disaster and Social Crisis, Sociology of Social Movements
- b. Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist
- c. Social Construction of Reality; Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills)

Unit – III Culture and Socialization

14 Hrs

- a. Characteristics, Elements and Types of Culture
- b. Meaning, Agencies and Importance of Socialization
- c. Theories of Socialization : C.H. Cooley and G.H. Mead

References

1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
2. Bottomore T.B., 1971. Sociology - A guide to problems and literature. Delhi: Blackie and Sons. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, OUP, New York Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

3. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
4. Giddens, A and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India. New Delhi.
5. Goode, William J., 1977. Principles of Sociology. United States of America: McGraw-Hill, Inc. Haralambos, M., 1991. Sociology - Themes and Perspectives. Delhi: Oxford University Press. Horton and Hunt. 1964. Sociology - The Discipline and its Dimensions. Calcutta: New Central Book Agency.
6. Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
7. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
8. Johnson, Harry M 1995, Sociology - A Systematic Introduction. New Delhi: Allied Publishers.
9. Lemert, Charles. 2012, Social Things: An Introduction to the Sociological Life, Rowman and Little Field Publishers, Maryland
10. Macionis, John 2018, Sociology. Global Edition, Pearson, England
11. Pais, Richard (Ed.) 2008, Principles of Sociology, Mangalore, Mangala Publications.
12. Tumin Melvin M. 1994. Social Stratification - The forms and functions of inequality, New Delhi: Prentice-Hall of India, Private Ltd.

BA
Semester 1

Course 2 Title: Changing Social Institutions in India	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2^{1/2} hours
	Summative Assessment Marks: 60

COURSE OUTCOMES

- C01. Understand the nature of inequalities in the society
- C02. Learn the dynamics of social groupings and discrimination
- C03. Understand the ideologies behind social stratification and mobility.
- C04. The modes of social improvement people use
- C05. Assess the reservation policy and its implications.
- C06. Learn the nature of social mobility
- C07. Identify the new forms taken by institutions of family and marriage
- C08. Examine the relationship between religion and science

TITLE: Changing Social Institutions of India

Course Content:

Unit – 1 Family and Marriage

14 Hrs

- a) Family - Changing structure of family; changes in size and composition; care giving of children and elderly
- b) Democratization of relationships: between spouses, parent-children; step-parenting
- c) Marriage - changing patterns of marital relations – cohabitation, separation, divorce and remarriage
- d) Changes in age of marriage, regional variations and choice of mate selection

Unit – 2 Religion and Education

14 Hrs

- a. Religion: Impact of Science and Secularization
- b. Challenges to religious freedom and state control
- c. Education: types of education - formal and informal;
- d. Education and Employability; Education and Inequality

Unit – 3 Economic and Political Institutions

14 Hrs

- a. Work; Gender division of work and feminization of labour.
- b. Job opportunities and Unemployment; Technology and job insecurity.
- c. Political Institution, Government and State; Democracy in India
- d. Challenges: Militancy, Fundamentalism, Regionalism

Reference

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Dube, Leela, 1974. Sociology of Kinship: An Analytical survey of Literature Bombay: Popular Prakashan.
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Gisbert P. 1973. Fundamentals of Sociology. Bombay: Orient Longman.
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
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- Kuppuswamy B. 1982. 'Social Change in India', New Delhi: Vikas Publishing House Private Limited.
- Madan G.R. 1976. Social Change and Problems of development in India. New Delhi: Oxford University Press.
- Madan T.N. (ed), 1985. Religion in India, New Delhi: Oxford University Press.
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Pais, Richard (Ed.) 2008, Social Institutions and Social Change, Mangalore, Mangala Publications.
- Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi
- Wach, Joachim, 1944. Sociology of Religion. Chicago: The University of Chicago Press.
- Worsley, Peter (ed), 1992. The New Introduction to Sociology. London: Penguin Books.

Young, Kimbal & Mack R.W. 1969. Systematic Sociology. New Delhi: Eurasia Publication House

**BA
Semester 2**

Course 3 Title: Foundations of Sociological Theory	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2^{1/2} hours
	Summative Assessment Marks: 60

COURSE OUTCOME:

- CO1. Understand the emergence of Sociology.
- CO2. Know the foundations of Sociology.
- CO3. Understand the contributions of early sociologists.
- CO4. Impart critical thinking
- CO5. Inculcate analytical ability to interpret the social scenario.
- CO6. Understand the forces in the rise of sociological theory.
- CO7. Understand the concepts of early sociologists

TITLE: Foundations of Sociological Theory

Course Content:

Unit - 1 Auguste Comte and Herbert Spencer 14 Hrs

- a. Intellectual Context; Positivism,
- b. Law of Three Stages, Classification of Sciences
- c. Theory of Social Evolution, Organic Analogy, d. Types of Society

Unit - 2 Karl Marx and Georg Simmel 14 Hrs

- a. Dialectical Materialism, Economic Determinism,
- b. Class Struggle, Alienation c. Formal Sociology, Theory of Sociation,
- c. Theory of Conflict

Unit - 3 Emile Durkheim and Max Weber 14 Hrs

- a. Social Facts, Division of Labour in Society,
- b. Suicide, Sociology of Religion

- c. Social Action and types; Ideal Types, Protestant Ethics and Spirit of Capitalism
- d. Bureaucracy, Types of Authority

References

Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
 Abraham, J.H., 1974. Origin and Growth of Sociology, London: Pelican books.

Aron, Raymond. 1965 – 1967: Main Currents in Sociological Thought, Vol.1 and II, Penguin, Chapters on Marx, Durkheim and Weber.

Barnes, H.E. 1980. An Introduction to the History of Sociology, University of Chicago Press, Chicago.

Bogardus, E. 1969. The Development of Social Thought, Vakils, Feffer and Simon's, Bombay.
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Hughes, John A., Martin, Peter, J. and Sharrock, W.W. 1965 : Understanding Classical Sociology – Marx, Weber and Durkheim, London : Sage.

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Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London

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Swingwood, A. 1984. A Short History of Sociological Thought, Macmillan, Hong Kong.

Zeitlin, Irvin. 1981. Ideology and the Development Sociological Theory. Prentice Hall.

Zeitlin, Irving M 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur

**BA
Semester 2**

Course 3 Title: Sociology of Rural Life in India	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2^{1/2} hours
	Summative Assessment Marks: 60

COURSE OUTCOME:

- CO1. Analyze rural problems in India
- CO2. Knowledge of rural governance.
- CO3. Skills to reconstruct rural institutions and rural development.
- CO4. Sociological understanding of society in India
- CO5. Basic concepts in rural studies
- CO6. Development programmes to plan, monitor and evaluate.
- CO7. Understanding of the linkages between urban and rural reality

TITLE: Sociology of Rural Life in India

Course Content:

Unit - 1 Rural and Agrarian Social Structure 14 Hrs

- a) Social Construction of Rural Societies: Myth and Reality (M N Srinivas)
- b) Agrarian Social Structure: Land Tenure Systems(Colonial Period); Indian Land Reform Laws (Post-Independence)
- c) Commercialization of Agriculture and Commodification of Land

Unit - 2. Rural Society in India 14 Hrs

- a) Rural Caste and Class Structure

- b) Panchayat Raj System and Rural Politics
- c) Actors in Market - Trading Castes, Role of Intermediaries and Weekly Fairs

Unit – 3 Rural Development

14 Hrs

- a. Induced Intervention: PURA, MGNREGA, Water and Land Development Efforts
- b. Challenges to Sustainable Rural Development: Casteism, Factional Politics,
- c. Natural Calamities (Droughts and Floods).

References

Desai, A R 1977, Rural Sociology in India, Bombay: Popular Prakashan.

Doshi S.L. and P.C. Jain. 1999. Rural Sociology, Jaipur, Rawat.

Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich

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Punit, A.E. 1978. Social Systems in Rural India, Delhi, Sterling.

Singh, Katar 2009 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi

Singh, Yogendra. 1977. Social Stratification and Change in India, Manohar, New Delhi.

Sorokin, P. and Other (Eds.). 1965. Systematic Source Book in Rural Sociology, New York: Russell and Russell.

Srinivas, M N 1960, The Myth of Self-Sufficiency of Indian Village, Economic Weekly, September 10, Pp.1375-78 (<https://www.epw.in>)

Srinivas, M.N. 1962. Caste in Modern India and Other Essays, Asia Publishing House, Bombay.

OPEN ELECTIVE PAPERS - PEDOGOGY

Sem	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 percourse)	Pre- requisite course (s)	Pedagogy ##	Assessment\$
1	Indian Society: Continuity andChange	<ol style="list-style-type: none"> 1. Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions 2. Understand the Indicators of change and participation in democratic process 3. Examine the changing conditions of socially excluded groups through movement for social justice 4. To critically look at the two way street of globalisation and its impact on Indian society and communicate in clear terms 5. Communicate critical observations with clarity 	10+2 or PUC	Experiential learning (activity- based learning) Open forum discussion Movie reviews Documentaries	Oral or written presentations to assess analyzing capability, creativity and communication skills

2	Society Through Gender Lens	1. Understand the role of socialisation as a constructor of gender roles and status	DSC-1 and DSC-2	Role Play Group discussion Micro projects Movie screening Open discussions Debates Documentaries Ted talks Role plays	Ability to analyse a social situation within the framework of theory
		2. Appreciate the role of defining one's self identity in terms of gender 3. Identify the gender bias and discrimination present in everyday social structure			Assess the relevance of a theory in contemporary terms
		4. Take informed decisions about addressing gender justice issues			

BA Semester 1

B.A. Semester I - Open Elective

Course Title: Indian Society: Continuity and Change	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2^{1/2} hours
	Summative Assessment Marks: 60

Course Outcomes:

- C01. Understand social issues and problems of contemporary India.
- C02. Change agents - governmental and non-governmental organizations.
- C03. Structural linkages and interrelationships of social issues.
- C04. Emerging social issues and problems of contemporary India
- C05. Sociological understanding of issues and problems
- C06. Empower to deal with issues and problems
- C07. Better understanding of their own situation and region.

TITLE: Indian Society: Continuity and Change

Course Content:

Unit – 1 Social Change in India 14 Hrs

- a. Nature of Change in Indian Society
- b. Changing Social Institutions: Family, Caste, Polity and Economy
- c. Rural-Urban links: Infrastructure, Education, Health

Unit – 2 Social Movements for Social Justice 14 Hrs

- a. Backward Classes and Dalit Movements
- b. New Social Movements: LGBTQ and Anticorruption Movements
- c. Women empowerment movements

Unit – 3 India in the Globalisation Era

14 Hrs

- a. Impact on Food Habits, Language, Ideas and Life Styles
- b. Changing Social Values: Impact on Youth and their World View
- c. Impact on Family Relationships and norms

References

- Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
- Allen, Douglas (ed.). 1991. Religion and Political Conflict in South Asia, West Port Conn: Connecticut University Press.
- Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
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- Dube, Leela. 1997. Women and Kinship, Comparative Perspectives on Gender Southern South Asia.
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- Kapadia, K.M. 1981. Marriage and Family in India. Oxford University Press.
- Michael. S.M. 1999. Dalits and Modern India; visions and values.
- Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
- Shah, A M 1973, The Household Dimension of Family in India, Orient Longman, New Delhi
- Singer, Milton & Cohen, Bernards. 1996. Structure and change in Indian Society. Rawat: Jaipur.
- Singh, Yogendra 1984, Modernisation of Indian Tradition, Rawat Publications, Jaipur
- Srinivas, M N 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay
- Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi

B.A. Semester II - Open Elective

Course Title: Society Through Gender Lens	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2^{1/2} hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes:

- C01. Understand gender determination and gender roles.
- C02. Analyse gendered nature of major social institutions
- C03. Understand the challenges to gender inequality
- C04. Theories of gender relation in Indian society.
- C05. Gender as a category of social analysis.
- C06. Basic concepts of gender and gender inequality
- C07. Gendered nature of major social institutions
- C08. Social construction of gender and gender roles
- C09. Identify gender bias and discrimination in everyday social interaction

TITLE: Society through Gender Lens

Course Content:

Unit – 1 Social Construction of Gender 14 Hrs

- a. Gender and Sex, Gender Relations, Gender Discrimination, Gender Division of Labour
- b. Gender Equality, Androgyny and Gender Sensitivity
- c. Representation of Women and inclusion of Third Gender.

Unit – 2 Gender and Violence 14 Hrs

- a. Media presentation and Political representation
- b. Education, Employment and Health, Sexual Harassment at Work Place
- c. Domestic Violence, Dowry, Rape, Honor-Killing, Cyber Crimes

Unit-3 Addressing Gender Justice 14 Hrs

- a. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- b. 73rd and 74th Constitutional Amendment and Women Empowerment
- c. Legal measures

References:

- Ahlawat, Neerja. 2002. "Empowering Women –Challenges before Women's Organizations" *Guru Nanak Journal of Sociology, Amritsar*. Vol 23 (2)
- Ahlawat, Neerja. 2005. "Domestic Violence against Women: Emerging concerns in Rural Haryana" *SocialAction* Vol 55(4)
- Boserup E. 1979. *Women's Role in Economic Development* New York. St. Martins Press.
- Bowles, Gloria and Renate, D, Klein (Eds). 1983. *Theories of Women's Studies*. Routledge and Kegan Paul : London & New York.
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QUESTION PAPER PATTERN

MAXIMUM MARKS: 60

DURATION: 2 ½ Hours

PART - A

Answer any Five of the following: 5x2 = 10

Sl No. 1 to 8 questions

PART - B

Answer any Six of the following: 6x5 = 30

Sl No. 9 to 17

PART C

Answer any Two of the following: 2x10 = 20

Sl No. 18 to 21
