

Syllabus
Bachelor of Arts Program in Sociology
3rd, 4th, 5th and 6th Semester

(With Effect from 2023-24)

Under
Choice Based Credit System (CBCS)
Continuous Evaluation Pattern System (CEPS)

Prof.Chandrashekar.E

Chairperson (BOS)

Members :

Prof. K,T, Ramesh

Prof.M.Purvachar

Sri. Chandrashekarappa.H.S

Dr. Sakreanaik G.S

| SOCIOLOGY SYLLABUS - LIST OF PAPERS | | | |
|-------------------------------------|----------|---|---------|
| SEM | Paper | Title of papers | Credits |
| III | DSC -5 | Social Stratification and Mobility | 3 |
| | DSC -6 | Sociology of Urban Life in India | 3 |
| | OE-3 | a) Sociology of Food Culture b)Sociology of Tourism Management c)Social Inequality in India | 3 |
| IV | DSC -7 | Sociology of Marginalized Groups | 3 |
| | DSC -8 | Population and Society | 3 |
| | OE-4 | a) Sociology of Youth b) Sociology of Leisure c) Sociology of Disaster Management | 3 |
| V | DSC - 9 | Social Entrepreneurship | 4 |
| | DSC -10 | Society and Tribes | 4 |
| | DSC -11 | Statistics for Sociological Research | 4 |
| | SEC - 4 | Cyber Security/ Employability skills | 3 |
| VI | DSC - 12 | Sociological Perspectives | 4 |
| | DSC - 13 | Sociology of Health | 4 |
| | DSC- 14 | Society in Karnataka | 4 |
| | | Internship / Dissertation | 2 |

DSC: Discipline Specific Core

DSE: Discipline Specific Elective

OE: Open Elective

SEC: Skill Enhancement Course

Prof.Chandrashekar.E
Chairperson (BOS)

Kuvempu University

SOCIOLOGY CURRICULUM

Name of the Degree Program : Bachelor of Arts in Sociology

Choice Based Credit System (CBCS)

Starting year of implementation: 2021-22

General Objectives of the Program:

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 analyze, 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 :

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyze data, make conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skillfully 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

Kuvempu University

Sociology UG Program with Effect from the Academic Year 2023-24

Details of Sociology UG Syllabus, Course Credit Structure, Teaching hours per week and Marks

| Sem | Course Category | Course Code | Course Title | Credits | Teaching Hours Per Week | FA Marks | SA Marks | Total |
|-----|-----------------|--------------|---|---------|-------------------------|----------|----------|-------|
| III | DSC | DSC - SOC-5 | Social Stratification and Mobility | 3 | 3 | 40 | 60 | 100 |
| | | DSC - SOC-6 | Sociology of Urban Life in India | 3 | 3 | 40 | 60 | 100 |
| | OE | SOC - OE-3 | a) Sociology of Food Culture b) Sociology of Tourism Management c) Social Inequality in India | 3 | 3 | 40 | 60 | 100 |
| IV | DSC | DSC - SOC-7 | Sociology of Marginalized Groups | 3 | 3 | 40 | 60 | 100 |
| | | DSC - SOC- 8 | Population and Society | 3 | 3 | 40 | 60 | 100 |
| | OE | SOC -OE-4 | a) Sociology of Youth b) Sociology of Leisure c) Sociology of Disaster Management | 3 | 3 | 40 | 60 | 100 |
| V | DSC | DSC SOC- 9 | Social Entrepreneurship | 4 | 4 | 40 | 60 | 100 |
| | | DSC SOC- 10 | Society and Tribes | 4 | 4 | 40 | 60 | 100 |
| | | DSC SOC- 11 | Statistics for Sociological Research | 4 | 4 | 40 | 60 | 100 |
| | | SEC - 4 | Cyber Security/ Employability skills | 3 | 2-0-2 | 20 | 30 | 50 |
| VI | DSC | DSC SOC- 12 | Sociological Perspectives | 4 | 4 | 40 | 60 | 100 |
| | | DSC SOC- 13 | Sociology of Health | 4 | 4 | 40 | 60 | 100 |
| | | DSC SOC- 14 | Society in Karnataka | 4 | 4 | 40 | 60 | 100 |
| | | | Internship / Dissertation | 2 | | 50 | | 50 |

Prof. Chandrashekar. E
Chairperson (BOS)

Formative Assessment Pattern

Assessment and evaluation process in each semester of each course (paper) in continuous mode that is C1, C2 and C3 pattern:

- a) The first component of C1 assessment is for 20% to be assessed by conducting Test for 10 marks and Seminars / Presentations / Activities for 10 marks
- b) The second component of C2 assessment is for 20% to be assessed by conducting Test for 10 marks and Case Study / Assignment / Field work / Project work for 10 marks
- c) The final component of C3 assessment is for the 60% to be assessed by conducting examination.

Marks Pattern C1, C2 and C3 (First Semester to Fourth Semester)

| Course | C1 = Activities + Test | C2 = Activities + Test | C3 = Final Examination | Total |
|--------|------------------------|------------------------|------------------------|-------|
| DSC | 10 + 10 | 10 + 10 | 60 | 100 |
| OE | 10 + 10 | 10 + 10 | 60 | 100 |

Marks Pattern C1, C2 and C3 (Fifth Semester to Sixth Semester)

In Fifth and Sixth Semester Courses where Field work is compulsory the first component C1 Assessment is assessed by conducting Test for 10 Marks and The second Component of C2 Assessment is assessed by presentation and submission of Report of Field work for 30 Marks. FOR SEC – 4 C1 = 10 Marks, C2 = 10 Marks and C3 = 30 Marks.

| Course | C1 = Activities + Test | C2 = Activities + Test | C3 = Final Examination | Total |
|------------|------------------------|------------------------|------------------------|-------|
| DSC-SOC-11 | 10 + 10 | 10 + 10 | 60 | 100 |
| DSC-SOC-12 | 10 + 10 | 10 + 10 | 60 | 100 |

| Course | C1 = Test | C2 = Field Work | C3 = Final Examination | Total |
|------------|-----------|-----------------|------------------------|-------|
| DSC-SOC-09 | 10 | 30 | 60 | 100 |
| DSC-SOC-10 | 10 | 30 | 60 | 100 |
| DSC-SOC-13 | 10 | 30 | 60 | 100 |
| DSC-SOC-14 | 10 | 30 | 60 | 100 |
| SEC - 4 | 10 | 10 | 30 | 50 |

BA Semester III

| DSC-SOC-5 Course Title : Social Stratification and Mobility | |
|--|--|
| Course Credits : 3 | Duration of ESA/Exam : 2. Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This course on Social Stratification and Mobility focuses on the nature and consequences of social stratification. It identifies the different sources of stratification society and explains them within the framework of sociological theories. It also focuses on the role of different agents of mobility and how it has affected caste system in India

Course Outcomes :

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

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

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : 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 |

| | |
|---|---------------|
| Content of Course : DSC-SOC-5 : Social Stratification and Mobility | 45 Hrs |
| Unit – 1 Stratification - Features and Forms | 15 |
| Chapter No. 1. Basic characteristics of Stratification: Melvin M Tumin Chapter No.2. Forms of Social Stratification - Caste, Class, Estate Chapter No.3. Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling | |
| Unit – 2 Perspectives on Stratification | 15 |
| Chapter No. 4. Functional Theory: Kingsley Davis and W E Moore’s perspective and critique by Melvin M Tumin Chapter No.5. Karl Marx’s Theory: Class and Social Change Chapter No.6. Weber’s Theory: Class, Status and Power | |
| Unit – 3 Social Mobility | 15 |
| Chapter No.7. Meaning of social mobility; forms of social mobility: horizontal and vertical, intergenerational and intragenerational mobility Chapter No.8. Role of Education and Profession in the Rise of Middle Class Chapter No.9. Mobility in Caste in Contemporary India | |

TEXT BOOKS :

1. Dirks, Nicholas B 2001, Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, Princeton
2. Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21st Century, Routledge, New York
3. Hess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
4. Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
5. Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent Black, Ranikhet
6. Sharma, K L 2201, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi
7. Tumin, Melvin M Social Stratification, Prentice-Hall India, New Delhi
8. Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge

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, 2nd Edition, Pine Forge Press, New Delhi

BA Semester III

| | |
|--|--|
| DSC-SOC-6 Course Title : Sociology of Urban Life in India | |
| Course Credits : 3 | Duration of ESA/Exam : 2. Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This course describes the meaning and importance of Urban Sociology, helps in understanding the processes and types of urbanization. It helps to appreciate different theoretical approaches to understanding urban social life and discuss social issues related to urbanisation and urban social life

Course Outcomes :

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

1. Define the basic concepts of Urban Sociology
2. Identify and describe different types of city
3. Analytically understand theoretical issues related to urban society
4. Critically evaluate urban policies

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written / oral presentation by the students

Articulation Matrix : 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 |

| | |
|---|---------------|
| Content of Course : DSC-SOC-6 : Sociology of Urban Life in India | 45 Hrs |
| Unit – 1 Introducing Urban Sociology | 15 |
| <p>Chapter No. 1. Meaning of Urban Sociology and its importance; a brief history of Urban Sociology in India and world</p> <p>Chapter No.2. Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity and Global City</p> <p>Chapter No.3. Urbanisation and its Challenges: Rural-Urban Continuum, Suburbs, Urban Fringe, Urban Sprawl, Edge Cities</p> | |
| Unit – 2 Perspectives on Urban Society | 15 |
| <p>Chapter No. 4. Ecological Theory (Chicago School)</p> <p>Chapter No.5. World and Global Cities (Saskia Sassen)</p> <p>Chapter No.6 Spaces of Flows (Manuel Castells), Cities in the South</p> | |
| Unit – 3 Urban Policy | 15 |
| <p>Chapter No.7. Inequalities: Caste, Class, Gated Communities and Social Exclusion</p> <p>Chapter No.8. Urban Governance: 74th Amendment to the Indian Constitution, Urban Development and Planning</p> <p>Chapter No.9. Urban Policy: Urbanisation and Environmental Concerns, Smart cities</p> | |

TEXT BOOKS :

1. Flanagan, William G 2010, Urban Sociology: Images and Structures, 5th Edition, Bowman and Littlefield Publishers Inc, New York
2. Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York
3. Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies, Sage London
4. Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3rd Edition, Praeger, California
5. LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6th Edition, Routledge, New York
6. Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York
7. Miles, Malcolm & Tim Hall 2004 The City Cultural Reader, 2nd Edition, Routledge, New York
8. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, 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, 2nd Edition, Pine Forge Press, New Delhi

B.A Semester III – Open Elective - 3

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|--|--|
| SOC-OE – 3 Course Title : Sociology of Food Culture | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

Sociology of Food Culture course scrutinises social behaviour related to food habits. It critically looks at cultural aspects of food like sacrality, taboo, sociality etc. The Course also looks at catering industry, association between food, diet and beauty and emerging food practices like local, GM, organic etc.

Course Outcomes :

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

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

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : 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 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 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 |

| | |
|---|---------------|
| Content of SOC-OE-3 : Sociology of Food Culture | 45 Hrs |
| Unit – 1 Introduction | 15 |
| Chapter No. 1. Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change Chapter No.2. Determinants of Food Consumption - Types of Food:Vegetarian, Nonvegetarian, Omnivore and Vegan Chapter No.3. Local Food Cultures and Taste for Exotic | |
| Unit – 2 Food from Domestic to Industry | 15 |
| Chapter No. 4. Industrialisation of Food Production and Distribution Chapter No.5. Hotels, Restaurants and Catering Sector Chapter No.6. Cooking for self-pleasure | |
| Unit – 3 Food and Risk Society | 15 |
| Chapter No.7. Diet and Body: Social Appearance and Beauty Chapter No.8. Global Overview: Consumption: Patterns and Reasons;Overeating, Underrating and Hunger Chapter No.9. GM Foods, Organic Foods and Modern Food Practices asRisk Factor | |

TEXT BOOKS :

1. Beardsworth, Alan and Teresa Keil, 1997, Sociology on the Menu: An invitation to the study of food and society, Routledge, London
2. Beck, Ulrich 1992, Risk Society: Towards a New Modernity, Sage Publications
3. Carolan, Michael, 2012, The Sociology of Food and Agriculture, Routledge, London
4. Food Marketing to Children and Youth, 2006, Institute of Medicine, USA
5. German, John and Lauren Williams (Eds) 2017, A Sociology of Food and Nutrition: The social appetite, Oxford University Press, Australia
6. McIntosh, Wm.Alex, 1996, Sociologies of Food and Nutrition, Springer, New York
7. Murcott, Anne (Ed) 1983, The Sociology of Food and Eating, Digitised by Google
8. Poulain, Jean-Pierre, 2017, The Sociology of Food: eating and the place of food in society, Trby Augusta Dorr, Bloomsbury, UK
9. 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, 2nd Edition, Pine Forge Press, New Delhi

White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

BA Semester III - Open Elective 3

| | |
|--|--|
| SOC-OE – 3 Course Title : Sociology of Tourism Management | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This course aims to explain the relationship between tourists and hosts in terms of group interaction and its impact on each other. It draws attention to the potential issues involved in tourism industry like planning, concerns about sustainable development and its effect on environment. The course also focuses on types of tourism.

Course Outcomes :

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

1. Explain the relationship between tourism, culture and cultural heritage
2. Explain the social, cultural and economic impacts of tourism on local communities
3. Understand the relationship between tourism and consumption
4. Understand the principles of tourism management

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix : 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, 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 |

| | |
|--|---------------|
| Content of SOC-OE-3 : Sociology of Tourism Management | 45 Hrs |
| Unit – 1 Sociology, Tourism, Tourists | 15 |
| <p>Chapter No. 1. Definitions of Sociology, Culture, Tourism, Tourists, Tourist Gaze; Relation between Tourism, Leisure and Recreation; Sociology of Tourism</p> <p>Chapter No.2. Types of Tourism: Cultural, Heritage, Medical, Food, Sports and Eco Tourism</p> <p>Chapter No.3. Tourism and Locals; Hosts and Guests: Mutual Impact</p> | |
| Unit – 2 Tourism System | 15 |
| <p>Chapter No. 4. Development and Structure of the Tourist System - Motivation and Role of Tourist</p> <p>Chapter No.5. Impact of Tourism on Host Place: Social, Economic, Climate and Environmental</p> <p>Chapter No.6. Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; Sustainability of Tourism</p> | |
| Unit – 3 Tourism Management | 15 |
| <p>Chapter No.7. Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Roles and Decision Making Process; Accommodation: Definition and Management of Commercial Accommodation; Transportation as Tourist Product; Role of Intermediaries</p> <p>Chapter No.8. Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service Industry: Product, Price, Promotion and Place</p> <p>Chapter No.9. Information Technology and Tourism: ICT as a Business Tool; eTourism</p> | |

TEXT BOOKS :

1. Burns, Peter M 1999, An Introduction to Tourism and Anthropology, Routledge, London
2. Fletcher, John & others, 2018, Tourism: Principles and Practice, 6th Edition, Pearson, UK
3. Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological Beginnings, Elsevier, Amsterdam
4. Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies, Sage, New Delhi

BA Semester III - Open Elective 3

| | |
|---|--|
| SOC-OE – 3 Course Title : Social Inequality in India | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This course focuses on understanding the nature and consequences of social inequality. It highlights the role of status and power in bringing about inequality and analyses its impact on social life of India. The course also critiques the measures taken by Indian State to mitigate social inequality

Course Outcomes :

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

1. Understand the meaning and recognise the features of social inequality
2. Recognise the interconnections between different forms of inequality in India
3. Critique the role of affirmative action to mitigate social inequality

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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 meaning and recognise the features of social inequality | X | X | | X | X | | | X | |
| Recognise the interconnections between different forms of inequality in India | X | X | | X | | X | | | |
| Critique the role of affirmative action to mitigate social inequality | X | X | X | | | | | X | X |

| Content of SOC-OE-3 : Social Inequality in India | 45 Hrs |
|--|---------------|
| Unit – 1 Introduction | 15 |
| <p>Chapter No. 1. Meaning and Characteristic Features of Social Inequality; Forms of Social Inequality: Caste, Class and Tribe</p> <p>Chapter No.2. Role of Status, Power, Life Chances and Life Styles</p> <p>Chapter No.3. Sources of Inequality: Birth, Wealth, Income, Education, Occupational Prestige and Political Position</p> | |
| Unit – 2 Impact of Social Inequality | 15 |
| <p>Chapter No. 4. Health and Wellbeing</p> <p>Chapter No.5. Access to Education</p> <p>Chapter No.6. Access to Justice</p> | |
| Unit – 3 Social Inequality and Affirmative Action | 15 |
| <p>Chapter No. 7: Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)</p> <p>Chapter No.8: Scheduled Castes, Scheduled Tribes and Status of Women in these groups; Status of Transgenders</p> <p>Chapter No.9: Status of Landless Agricultural Labourers, Status of Land Ownership among Scheduled Caste and Scheduled Tribes</p> | |

TEXT BOOKS :

1. Beteille, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
2. Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
3. Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
4. Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Voume 1, Sage, New Delhi
5. Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
6. Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
7. Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
8. Singh, K S (1994) The Scheduled Tribes, Oxford University Press, New Delhi
9. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
10. Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi

BA Semester IV

| | |
|--|--|
| DSC-SOC-7 - Course Title : Sociology of Marginalized Groups | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This Course discusses the process of marginalisation and its types and examines the consequences of marginalisation. It also describes the measures to ameliorate the negative consequences of marginalisation and analyse the impact of forces of social change on marginalised groups.

Course Outcomes :

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

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

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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 |

| | |
|--|---------------|
| Content of Course : DSC-SOC-7- Sociology of Marginalized Groups | 45 Hrs |
| Unit – 1 Introduction | 15 |
| <p>Chapter No. 1. Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic; Relationship between Marginalisation and Social Exclusion</p> <p>Chapter No.2. Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly</p> <p>Chapter No.3. Socio-economic Indices of Marginalisation: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability</p> | |
| Unit – 2 Marginalisation and Affirmative Action | 15 |
| <p>Chapter No. 4. Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)</p> <p>Chapter No.5. Scheduled Castes, Scheduled Tribes and Status of Women in these groups; Status of Transgenders</p> <p>Chapter No.6. Status of Landless Agricultural Labourers, Status of Land Ownership among Scheduled Caste and Scheduled Tribes</p> | |
| Unit – 3 Marginalised Groups and Social Change | 15 |
| <p>Chapter No.7. Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion, Migration</p> <p>Chapter No.8. Challenges of Privatisation and Response by Marginalised Groups</p> <p>Chapter No.9. Social Justice in the context of Globalisation</p> | |

TEXT BOOKS :

1. Beteille, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
2. Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
3. Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
4. Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Volume 1, Sage, New Delhi
5. Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
6. Jodhka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
7. Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
8. Singh, K S (1994) The Scheduled Tribes, Oxford University Press, New Delhi
9. Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
10. Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi

BA Semester IV

| | |
|---|--|
| DSC-SOC- 8 Course Title : Population and Society | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

The course on population and society explains the relationship between population and society and demographic trends in the world and their major determinants. Also it discusses the need and basis of India's population policies and programmes

Course Outcomes :

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

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

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral

presentation by the students

Articulation Matrix: 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 population studies | X | X | X | | | | | X | X |
| Understand the dynamics of population from sociological perspectives | X | X | X | X | X | | | X | X |
| Understand the problems around India's population | X | | X | X | X | X | X | X | X |
| Critically analyze the population policies of India | X | | X | X | X | X | X | X | X |

| | |
|---|---------------|
| Content of Course : DSC-SOC- 8 : Population and Society | 45 Hrs |
| Unit - 1 Introduction | 15 |
| <p>Chapter No. 1. Relationship between society and population</p> <p>Chapter No.2.Global Population Trends: role of fertility, mortality and migration; Power of Doubling</p> <p>Chapter No.3. Age and Sex Composition in India and its Impact; Demographic Dividend</p> | |
| Unit - 2 Sources of Demographic Data | 15 |
| <p>Chapter No. 4. Population Census: Uses and Limitations; Indian Censuses</p> <p>Chapter No.5. Vital Registration System</p> <p>Chapter No.6. National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)</p> | |
| Unit - 3 Population Theories and Policy | 15 |
| <p>Chapter No.7. Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory</p> <p>Chapter No.8. Need of Population Policy; Millennium Development Goals and Sustainable Development Goals</p> <p>Chapter No.9.; Population Policy of India; Programmes and their Evaluation</p> | |

TEXT BOOKS :

1. Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.
2. Ahuja, Ram. (1992) Social problems in India. Jaipur, Rawat Publications.
3. Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub. House.
4. Bogue, D. J. (1969) Principles of demography. New York: Wiley.
5. Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi
6. Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi. Census of India Report, GOI, New Delhi.
7. Kingsley Davis. (1951) The Population of India and Pakistan. Princeton,

N. J.: Princeton Univ. Press.

8. Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International
9. Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
10. Rao, Shankar (2021) Sociology of Indian Society, 16th Reprint, S Chand and Co, New Delhi
11. Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in
12. Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University, Press. 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,

2nd Edition, Pine Forge Press, New Delhi

White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

BA Semester IV – Open Elective - 4

| SOC-OE - 4 Course Title : Sociology of Youth | |
|--|--|
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This course on youth focuses on youth culture, youth subculture and the changes they are experiencing. It draws attention to the role of peer groups, influence of drug culture and media on the self perception of youths in modern world.

Course Outcomes :

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

1. Recognize and explain how sociologists conceptualize and study youth and youth hood
2. Understand how youth evolve in the context of social, economic and cultural settings
3. Underst and concerns and problems of youth

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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 |
|---|---|---|---|---|---|---|---|---|---|
| Recognise and explain how sociologists conceptualise and study youth and youth hood | X | X | | X | | | | X | |
| Un derstand how youth evolve in the context of social, economic and cultural settings | X | X | X | X | X | X | | | |
| Un derstand concerns and problems of youth | X | X | X | X | | | X | X | X |

| Content of SOC-OE-4 : Sociology of Youth | 45 Hrs |
|---|---------------|
| Unit – 1 Age Groups and Social Structure | 15 |
| Chapter No. 1. Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag ((Riley) Chapter No.2. Youth Cultures, Subcultures, Counter Culture, Contra Culture Chapter No.3. Youth Vs Caste; Youth Vs Class | |
| Unit – 2 Youth and Society | 15 |
| Chapter No. 4. Youth, Music and Leisure Chapter No.5. Globalisation of Youth Culture; Marketing Youth Culture Chapter No.6. Youth, Media and Technology | |
| Unit – 3 Youth and Social Concerns | 15 |
| Chapter No.7. Youth, Protest and Violence: Social, Political and Economic Chapter No.8. Youth, Peer groups and Drug Culture Chapter No.9. Youth, Nationalism and Globalisation | |

TEXT BOOKS :

1. 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>
2. 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
3. Gangrade, K D 1970, Intergenerational Conflict: A Sociological Study of Indian Youth, *Asian Survey*, Vol.10, No.10. pp.924-36
4. Jeffrey, Craig 2010, Timepass: Youth, class and time among unemployed young men in India *American Ethnologist*, Vol.37, No.3, pp.465-481
5. Katzenstein, Mary F 1977, Mobilisation of Indian Youth in the Shiv Sena, *Pacific Affairs*, Vol.50.No.2, pp.231-248
6. Lukose, Ritty 2005, Consuming Globalisation: Youth and Gender in Kerala, India, *Journal of Social History*, Vol.38, No.4, pp.915-935
7. 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
8. 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
9. Riley, Matilda White 1987, On the Significance of Age in Sociology, *American Sociological*

BA Semester IV – Open Elective - 4

| | |
|---|--|
| SOC-OE – 4 Course Title : Sociology of Leisure | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

Leisure is both a necessity and luxury depending on the position of a group of people in the social structure. Sociology of Leisure provides analytical tools to understand leisure, recreation and associated concepts. It also offers insights into the class based nature of leisure, and commodification of leisure

Course Outcomes :

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

1. Describe the concept of Leisure, associated terms and types
2. Understand the relationship between Leisure and stratification
3. Analyze the Impact of commoditization of leisure

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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 |
|--|---|---|---|---|---|---|---|---|---|
| Describe the concept of Leisure, associated terms and types | X | | | X | | | | X | |
| Understand the relationship between Leisure and stratification | X | X | X | X | X | X | | X | |
| Analyze the Impact of commodification of leisure | X | X | X | X | | | X | X | X |

| Content of SOC-OE -4 : Sociology of Leisure | 45 Hrs |
|--|---------------|
| Unit – 1 Introduction | 15 |
| <p>Chapter No. 1. Definition of Leisure and its attributes; need for the study of leisure as social activity</p> <p>Chapter No.2. Leisure, Recreation, Play, Pleasure and Leisure Identity; Leisure, Work and Post work</p> <p>Chapter No.3. Types of Leisure: Serious, Casual, Postmodern, Therapeutic</p> | |
| Unit – 2 Constraints on Leisure Participation | 15 |
| <p>Chapter No. 4. Class Inequality and Exclusion from Leisure Participation</p> <p>Chapter No.5. Leisure Participation and Gender Relations - Leisure and Beauty System</p> <p>Chapter No.6. Leisure Participation, Age and Disability</p> | |
| Unit – 3 Commodification of Leisure | 15 |
| <p>Chapter No.7. Cinemas, OTTs and Reality T V</p> <p>Chapter No.8. Leisure and Sports - Adding Leisure Value like branded goods (Sony Walkman, iPod, Nike, Coke etc.); Malls as areas of leisure</p> <p>Chapter No.9. Social Media as Leisure Activity - Role in Identity Building</p> | |

TEXT 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, 2nd Edition, Pine Forge Press, New Delhi

White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

BA Semester IV – Open Elective – 4

| | |
|---|--|
| SOC-OE – 4 Course Title : Sociology of Disaster Management | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 45 | Formative Assessment Marks : 40 |
| Lecture hours per week : 3 Hours | Summative Assessment Marks : 60 |

Course Objectives :

This course unravels the social dimension of disasters, both natural and manmade. It provides a basic understanding of multi dimensional property of disasters and its impact on community relationships and living. The response of both the government and civil society is introduced through case studies.

Course Outcomes :

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

1. Appreciate the risk taking capability and limitations of human beings
2. Recognise the impact of disasters and consequences
3. Respond sensitively with a sociological eye to disasters and their management

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written/oral presentation by the students

Articulation Matrix: 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 |
|---|---|---|---|---|---|---|---|---|---|
| Appreciate the risk taking capability and limitations of human beings | X | X | | X | | | | X | |
| Recognise the impact of disasters and consequences | X | X | | | X | X | X | | X |
| Respond sensitively with a sociological eye to disasters and their management | X | | | | | | X | X | X |

| | |
|---|--------------|
| Content of SOC-OE 4 : Sociology of Disaster Management | 45Hrs |
| Unit – 1 Introduction | 15 |
| <p>Chapter No. 1. Sociology of Disaster: Meaning and Scope; Types of Disaster: Natural, Manmade</p> <p>Chapter No.2. Meaning of Hazard, Disaster, Vulnerability, Pandemic and Risk Society</p> <p>Chapter No.3. Social Construction of Disaster by Media</p> | |
| Unit – 2 Consequences and Disaster Management | 15 |
| <p>Chapter No. 4. Impact on Community: Caste, Class, Gender, Children and Disabled</p> <p>Chapter No.5. Relief, Rehabilitation and Reconstruction</p> <p>Chapter No.6. National Disaster Management Authority</p> | |
| Unit – 3 Case Studies: Impact and Response | 15 |
| <p>Chapter No.7. Bhopal Disaster of 1984, LG Polymers Gas Leak, Visakhapatnam, 2020</p> <p>Chapter No.8. Tsunami of 2004, Uttarakhand Floods of 2013, South India Floods of 2015</p> <p>Chapter No.9. Surat Plague 1994, Covid-19</p> | |

TEXT BOOKS :

1. Drabek, Thomas E, Human System Responses to Disaster: An Inventory of Sociological Findings, Springer, New York
2. Rodriguez, Havidan and others, 2018 Handbook of Disaster Research, 2nd edition,
3. Springer Tierney, Kathleen 2019 Disasters: A Sociological Approach, Polity Press, London
4. Zakour, M J and David F Gillespie 2013, Community Disaster Vulnerability: Theory, Research and Practice, Springer, New York

BA Semester V

| | |
|---|--|
| DSC-SOC - 9 Course Title : Social Entrepreneurship | |
| Course Credits : 4 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 60 | Formative Assessment Marks : 40 |
| Lecture hours per week : 4 Hours | Summative Assessment Marks : 60 |

Course Objectives

1. To provide knowledge about social entrepreneurship
2. To help to develop social entrepreneurship imagination
3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organisation

Course Outcomes

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

1. Understand the scope and need for social entrepreneurship
2. Plan and implement socially innovative ideas
3. Equipped to start their own social enterprise or non profit organization

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix : 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 scope and need for social entrepreneurship | X | | X | X | | | | X | X |
| Plan and implement socially innovative ideas | | | X | X | X | X | | | X |
| Equipped to start their own social enterprise or non profit organisation | | | | | | | X | X | X |

| Content of Course : DSC-SOC-9 - Social Entrepreneurship | 60 Hrs |
|--|---------------|
| Unit 1 Fundamentals of Social Entrepreneurship | 15 |
| <p>Chapter 1 Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relation between Social Change and Social Entrepreneurship</p> <p>Chapter 2 Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Enterprising Nonprofits, Hybrid Models of Social Entrepreneurship</p> <p>Chapter 3 Identifying social business opportunities</p> | |
| Unit 2 Establishment of Non-Profit Organisations | 15 |
| <p>Chapter 4 Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit organisations (NPOs)</p> <p>Chapter 5 Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs</p> <p>Chapter 6 Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p> | |
| Unit 3 Management and Financing | 15 |
| <p>Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p>Chapter 8 Project Management: Definition of Concept; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p>Chapter 9 Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p> | |
| Unit 4 Case Studies | 15 |
| <p>Chapter 10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B R Hills</p> <p>Chapters 11 & 12 Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)</p> | |

TEXT BOOKS :

1. Bornestein, David 2007 *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press
2. Carlson, Eric J and James Koch, 2018, *Building a Successful Social Venture: A Guide for Social Entrepreneurs*, Berrett-Koehler Publishers Inc, California
3. Dees, Gregory and Others 2002 *Enterprising Non Profits - A Toolkit for Social Entrepreneurs*, JohnWiley and Sons
4. Drucker, Peter 1990 *Managing the Non Profits Organisations: Practices and Principles*, Harper Collins Durieux, Mark B. And R A Stebbins 2010, *Social Entrepreneurhsip for Dummies*, Wiley Publishing Inc.,New Jersey
5. Hoggard, S 2005 *The Business Idea*, Springer, Berlin
6. Lynch. Kevin and Julius Walls Jr. 2009, *Mission Inc.: The Practitioner's Guide to Social Enterprise*, Berrett-Koehler Publishers Inc, California

BA Semester V

| | |
|---|--|
| DSC-SOC - 10 Course Title : Society and Tribes | |
| Course Credits : 4 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 60 | Formative Assessment Marks : 40 |
| Lecture hours per week : 4 Hours | Summative Assessment Marks : 60 |

Course Objectives

1. To provide basic knowledge about social organisation among tribals, with specific focus on Karnataka
2. Critically understand the implications of changes occurring
3. Undertake micro research work and communicate effectively

Course Outcomes

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

1. Understand and appreciate the social organisation among the tribals
2. Assess the impact of social changes on tribal social life
3. Handle micro research work and communicate effectively

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

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

| Course Outcomes (COs)/Program Outcomes (POs) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Understand and appreciate the social organisation among the tribals | X | | | X | | | | X | |
| Assess the impact of social changes on tribal social life | | X | X | X | X | X | X | | X |
| Handle micro research work and communicate effectively | X | | X | X | X | X | | X | |

| Content of Course : DSC- SOC-10 : Society and Tribes | 60 Hrs |
|---|---------------|
| Unit – 1 Concepts and Categories | 15 |
| <p>Chapter 1: Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India</p> <p>Chapter 2: Meaning of: Hadis, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations</p> <p>Chapter 3: Social System, Legal System, Political System, Economic System, Religion and Magic</p> | |
| Unit – 2 Changes and Development Issues | 15 |
| <p>Chapter 4: Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation</p> <p>Chapter 5: Tribalisation, Detribalisation, Retribalisation</p> <p>Chapter 6: Tribal Development and Welfare: Approaches - Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law</p> | |
| Unit – 3 Studying Tribes | 15 |
| <p>Chapter 7: Tradition of Field work: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives</p> <p>Chapter 8: Sources of Data: Primary and Secondary</p> <p>Chapter 9: Participatory Method, Case Studies, Sample Surveys, Genealogies</p> | |
| Unit-4 Field Work | 15 |
| Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report | |

TEXT BOOKS :

1. Ahuja, R 2001 Society in India, Rajat Publications, Jaipur
2. Bose, N K 1941, Hindu Mode of Tribal Absorption, Science and Culture, Vol VIII Elwin, Verier. 1963. A New Deal for Tribal India.
3. Forde, G D 1979, Habitat, Economy and Society, Metuen and Co London
4. Furer-Haimerdorf, Christoph von Tribes of India: The Struggle for Survival, University of California Press, Berkeley
5. Ghurye, G S 1963 The Scheduled Tribes, Popular Prakashan, Bombay
6. Hasnain, Nadeem 2011 Tribal India, Palace Prakashan, New Delhi Kuppuswamy 2010
7. Social Change in India, Konark Publishers Put Ltd, Delhi
8. Majumdar, R C 1962 The History and Culture of the Indian People, Vol III, Bharatiya Vidya Bhavan, Bombay
9. Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development.
10. Srinivas, M N Social, 1952, Religion and Society Among the Coorgs of South India, Oxford University Press, Delhi
11. Srinivas, M N, 1966 Change in Modern India Oxford University Press, Delhi
12. Thurston, Edgar C and K Rangachari Castes and Tribes of Southern India, Gyan Publishing House, New Delhi
13. Vidyarthi, L P and B K Rai 1985, The Tribal Culture of India, Concept Publishing Company, New Del

BA Semester V

| | |
|--|--|
| DSC-SOC - 11 Course Title : Statistics in Sociological Research | |
| Course Credits : 4 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 60 | Formative Assessment Marks : 40 |
| Lecture hours per week : 4 Hours | Summative Assessment Marks : 60 |

Course Objectives

1. Introduction to sociological research and methods
2. To familiarise the students with the process of research
3. General introduction to statistical techniques for analysing social science data

Course Outcomes

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

1. Use appropriate research method
2. Use appropriate statistical techniques
3. Summarise data, examine relationships among variables

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix : 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 |
|---|---|---|---|---|---|---|---|---|---|
| Use appropriate research method | X | | X | X | X | X | | | |
| Use appropriate statistical techniques | | | X | X | X | X | | | |
| Summarise data, examine relationships among variables | | | X | X | X | X | | X | X |

| | |
|---|---------------|
| Content of Course : DSC-SOC-11 : Statistics in Sociological Research | 60 Hrs |
| Unit 1 Sociological Research | 15 |
| <p>Chapter 1 Meaning of Science, Social Science, Research, Research Design</p> <p>Chapter 2 Steps for Conducting Research: Choosing Research Topic, Literature Review, Sources of Data (Primary, Secondary)</p> <p>Chapter 3 Meaning of - Concept, Assumption, Hypothesis; Formulating a Hypothesis; Independent Variable, Dependent Variable; Drawing Conclusion</p> | |
| Unit 2 Methods of Sociological Research | 15 |
| <p>Chapter 4 Qualitative and Quantitative Methods: Meaning, Differences</p> <p>Chapter 5 Survey Methods: Sampling, Questionnaire, Interview</p> <p>Chapter 6 Observation: Participant, Nonparticipant Observation</p> | |
| Unit 3 Social Statistics | 15 |
| <p>Chapter 7 What is Social Statistics? Need for Studying Social Statistics</p> <p>Chapter 8 Definition of - Population, Sample, Count, Fractions, Constant, Variable; Types of Statistics: Descriptive Statistics, Inferential Statistics</p> <p>Chapter 9 Meaning of Frequency Distribution; Construction of Frequency Tables; Diagrammatic and Graphical Representation of Grouped Data: Advantages; Types: Pie Charts, Bar Charts, Histograms, Frequency Curve</p> | |
| Unit -4 Methods of Statistical Measurement | 15 |
| <p>Chapter 10 Measures of Central Tendency: Merits, Demerits; Arithmetic Mean: Merits, Demerits; Median and Mode- Merits, Demerits</p> <p>Chapter 11 Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation</p> <p>Chapter 12 Correlation: Pearson's Correlation, Rank Correlation</p> | |

TEXT BOOKS :

1. Agarwal, Y.P. (1995). *Statistical Methods: Concepts, Applications and Computation*, New Delhi: Sterling Publishers.
2. Altman, Micah, Jeff Gill and Michael McDonald (2003). *Numerical Issues in Statistical Computing for the Social Scientist*, New York: John Wiley and Sons.
3. Babbie, Earl 2013 *The Practice of Social Research*, Cengage, 13th Edition
4. Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York
5. Bryman, Alan (1988). *Quality and Quantity in Social Research*, London: Unwin
6. Hyman. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*, McGraw
7. Hill New York Gupta, S.C. (1990). *Fundamentals of Statistics*, New Delhi: Himalaya Publishing House. Gupta, S.C. (1985). *Statistical Methods*, New Delhi:
8. S.Chand and Sons. Irvine, J. I. Miles and J. Evans eds. (1979). *Demystifying Statistics*, London:
9. Pluto Press. Norton, Peter (2005). *Introduction to Computers*, New Delhi: Tata McGraw Hill. Luker, Kristin 2008 *Salsa Dancing into the Social Sciences*, Harvard University Press, Harvard Rajaraman, V. (2004). *Fundamentals of Computers*, New Delhi: Prentice Hall.
10. Shipman, Martin (1998). *The Limitations of Statistics*, London: Longman.
11. Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, Oxford University Press, New Delhi

BA Semester V

| | |
|---|--|
| SEC 4 - Content of Course : Cyber Security/ Employability skills | |
| Course Credits : 3 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 20 | Formative Assessment Marks : 20 |
| Lecture hours per week : 2+0+2 | Summative Assessment Marks : 30 |

BA Semester VI

| | |
|--|--|
| DSC-SOC - 12 Course Title : Sociological Perspectives | |
| Course Credits : 4 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 60 | Formative Assessment Marks : 40 |
| Lecture hours per week : 4 Hours | Summative Assessment Marks : 60 |

Course Objectives

1. To introduce major Sociological theoretical approaches
2. To introduce and use fundamental categories of theory
3. Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas

Course Outcomes

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

1. Appreciate the significance of major Sociological theories
2. Able to use fundamental theoretical categories
3. Understand the different nuances of concepts and terms

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix: 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 |
|--|---|---|---|---|---|---|---|---|---|
| Appreciate the significance of major Sociological theories | X | X | | X | | | | | |
| Able to use fundamental theoretical categories | X | X | | X | X | X | | | X |
| Understand the different nuances of concepts and terms | X | X | | | | | | | |

| Content of Course : DSC-SOC-12 : Sociological Perspectives | 60 Hrs |
|--|---------------|
| Unit 1 Basics of Theory | 15 |
| <p>Chapter 1 Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro</p> <p>Chapter 2 Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking</p> <p>Chapter 3 Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation</p> | |
| Unit 2 Structural Functional Perspective | 15 |
| <p>Chapter 4 Origin of Functionalism and Structuralism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction</p> <p>Chapter 5 Postulates of Functional Analysis</p> <p>Chapter 6 Neo-functionalism</p> | |
| Unit 3 Conflict Perspective | 15 |
| <p>Chapter 7 Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony</p> <p>Chapter 8 Process of Social Conflict and Social Change;</p> <p>Chapter 9 Functions of Social Conflict</p> | |
| Unit 4 Symbolic Interaction Perspective | 15 |
| <p>Chapter 10 Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation</p> <p>Chapter 11 Importance of Meaning; Definition of Situation</p> <p>Chapter 12 Dramaturgy and Everyday Life</p> | |

TEXT BOOKS :

1. Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London:
2. Penguin. Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.
3. Black, Max ed. (1961). The Social Theories of Talcott Parsons: A Critical Examination, Carbondale: Southern Illinois University Press.
4. Coser, Lewis (1975). Masters of Sociological Thought: Ideas in Historical and

BA Semester VI

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|--|--|
| DSC-SOC - 13 Course Title : Sociology of Health | |
| Course Credits : 4 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 60 | Formative Assessment Marks : 40 |
| Lecture hours per week : 4 Hours | Summative Assessment Marks : 60 |

Course Objectives

1. Understand the concept of health, illness and social conditions
2. Analyse the relationship between social factors and health status
3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Course Outcomes

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

1. Appreciate the significant relationship between society and culture
2. Distinguish between health, well-being, illness and disease
3. Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix : 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 |
|---|---|---|---|---|---|---|---|---|---|
| Appreciate the significant relationship between society and culture | X | X | | X | | | | | X |
| Distinguish between health, well-being, illness and disease | X | X | | | | | | X | X |
| Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health | X | | | X | | | | X | X |

| - Content of Course : DSC-SOC-13: Sociology of Health | 60 Hrs |
|---|-------------------|
| Unit 1 Introduction | 15 |
| Chapter 1 Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine Chapter 2 Emergence and Development of Sociology of Health in World and India Chapter 3 Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship | |
| Unit 2 Determinants of Health | 15 |
| Chapter 4 Social Determinants: Class, Caste, Power, Gender, Social Cohesion Chapter 5 Cultural Determinants: Beliefs, Nutrition, Environment Chapter 6 Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood | |
| Unit 3 Models of Health | 15 |
| Chapter 7 Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model Chapter 8 Sick Role and Experiencing Illness Chapter 9 Hospital as Social Organisation | |
| Unit 4 Health Care Reform | 15 |
| Chapter 10 Medicalisation and Pharmaceuticalisation of Health Chapters 11 & 12 Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level | |

TEXT BOOKS :

1. Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.
3. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
4. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.

5. Cockerham, William C. (1997). *Medical Sociology*, New Jersey: Prentice Hall
6. Conrad, Peter ed. (2005). *Sociology of Health and Illness: Critical Perspectives*, New York:Worth Publishing.
7. Dutta, P.R. (1955).*Rural Health and Medical Care in India*, Ambala: Army EducationPress.
8. Madan, T.N. (1980). *Doctors and Nurses*, New Delhi: Vikas.
9. Ommen, T. K. (1978). *Doctors and Nurses: A Study in Occupational Role Structures*,Bombay: Macmillan.
10. Baru, Rama V. (1998). *Private Health Care in India*, New Delhi: Sage.
11. Schwatz, Howard (1994).*Dominant Issues in Medical Sociology*, New York:
12. McGraw Hill.Venkataratnam, R (1979). *Medical Sociology in an Indian Setting*, Madras: Macmillan
13. Mohanty, S K 2005, *Fundamentals of Entrepreneurship*, Eastern Economy Edition, Prentice-Hall India, Delhi
14. Next, Heidi and Others, 2019, *Entrepreneurship: Practice and Mindset*, Sage Publications, Delhi
15. Nicholls, Alex 2006 *Social Entrepreneurship: New Models of Sustainable Change*, Oxford UniversityPress
16. Praszkie, Ryszard adn Andrzej Nowak, 2011, *Social Entrepreneurship: Theory and Practice*, CambridgeUniversity Press, Delhi
17. Ruef, Martin 2007, *Sociology of Entrepreneurship*, Emerald Publishing Limited
18. Sawang, Sukanlaya 2020 *Entrepreneurship Education: A Lifelong Learning Approach*, Springer Sharma,
19. Sangeetha 2016 *Entrepreneurship Development*, Eastern Economy Edition, Prentice-Hall India,Delhi
20. Sunder, Pushpa 2013 *Business and Community: The Story of Corporate Social Responsibility in India*,Sage
21. Swedberg, Richard (Ed) 2000, *Entrepreneurship: The Social Science View*, Oxford University Press,London

BA Semester VI

| | |
|---|--|
| DSC-SOC - 14 Course Title : Society in Karnataka | |
| Course Credits : 4 | Duration of ESA/Exam : 2 Hours |
| Total Content Hours : 60 | Formative Assessment Marks : 40 |
| Lecture hours per week : 4 Hours | Summative Assessment Marks : 60 |

Course Objectives

1. Enhance Sociological knowledge about the Local and Regional context of Karnataka
2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics
3. Learn about the unique cultures in Karnataka

Course Outcomes

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

1. Acquaint and appreciate the cultural items of Karnataka
2. Critique the social changes occurring in Karnataka
3. Usefulness of sociological study in the contemporary society

Pedagogy :

Blended learning, Group discussions, role play, micro project, field visit, written /oral presentation by the students

Articulation Matrix : 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 |
|--|---|---|---|---|---|---|---|---|---|
| Acquaint and appreciate the cultural items of Karnataka | X | | | | | | | | |
| Critique the social changes occurring in Karnataka | X | | X | X | | | | | X |
| Usefulness of sociological study in the contemporary society | X | | | | | | | X | X |

| | |
|--|---------------|
| Content of Course : DSC - SOC- 14 : Society in Karnataka | 60 Hrs |
| Unit – 1 Features of Karnataka | 15 |
| <p>Chapter 1: Overview of Karnataka’s History: Antiquity of Land</p> <p>Chapter 2: Geography and Politics: Spatial Features: Plains, Coastal and Malnad; +Old Mysuru, Hyderabad Karnataka, Bombay Karnataka and present day administrative division (Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka); Political Landscape since Independence</p> <p>Chapter 3: Economic Profile: Developments in Agriculture, Industry and Service Sectors</p> | |
| Unit - 2 Social Organization | 15 |
| <p>Chapter 4: Social Composition : Religions, Languages, Castes, Tribes and Classes as per latest Census / Sample Surveys</p> <p>Chapter 5: Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues</p> <p>Chapter 6: HDI and Regional Disparities</p> | |
| Unit – 3 Social Movements of Karnataka | 15 |
| <p>Chapter 7: Unification of Karnataka, Save Kannada and Gokak Movements</p> <p>Chapter 8: Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry</p> <p>Chapter 9: Socio-Religious Movements:Veerashaiva, Non-Brahmin, Dalit Movements</p> | |
| Unit-4 Studies on Karnataka Society | 15 |
| <p>Chapter 10: Contributions of M N Srinivas, S Parvathamma, HiremallurIshwaran</p> <p>Chapters 11 and 12: Fieldwork report on Changing Social Institutions and their Impact on Social Life</p> | |

TEXT BOOKS :

1. Government of Karnataka. Human Development Reports, Planning and Statistics Department, Bangalore.Jai Prabhakar S C, Socio-Cultural Dimensions of Development in North Karnataka, CMDR Monograph Series No. – 63.
2. Panchamukhi P R. 2001. North-South Divide: Karnataka’s Development Scenario, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad,Karnataka.
3. Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Onlinewebsite of languageindia.com. M. S. Thirumalai.
4. Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
5. Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore.Nanjundappa High Commission Report

BA Semester VI

| | |
|---|--|
| Course Title : Internship / Dissertation | |
| Course Credits : 2 | Formative Assessment Marks : 50 |
| Total Content Hours : 90 | Summative Assessment Marks : |

Internship

Internship provides an opportunity for students to engage in hands on learning. An intern is someone who is finishing training for a skilled job, especially by getting practical experience of the work involved. Internship is both educational and career development opportunity. It is essentially a short term program. Sociology internship program provides –

1. Exposure to various government departments / NGOs / private organisations engaged in different areas of society.
2. Develop the skills of empirical data collection, collation and analysis.

Some of the domain/areas available for internship are:

1. Education/Human Resource Development
2. Health
3. Nutrition, Women and Child Development
4. Environment
5. Sanitation
6. Rural Development and SDGs
7. Social Justice and Empowerment
8. Tourism
9. Urbanisation/Smart City
10. Programme Monitoring and Evaluation

General Guidelines for Internship

1. Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
2. Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
3. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours
4. A student shall select / identify an organization / agency for internship in consultation with the faculty member assigned as supervisor or Guide.
5. Principal / Head of Department will facilitate students for internship
6. The allotment of the students to a faculty for supervision shall be done by the department council

7. The Guide / Supervisor shall provide guidance to the students in securing internship and monitor the progress.
8. A minimum of 75 percent of Attendance Certificate from the organization / agency has to be produced
9. The student should submit the final internship report (90 hours of Internship) to the Guide / Head of the Department / Principal for completion of the internship.
10. At the end of internship program, the student has to submit a report detailing the activities undertaken and make a presentation

Internship Report shall consist of the following Sections.

| | | |
|-----------|---|---------------------------------|
| Section A | : | Preliminaries |
| Section B | : | Body of the Report |
| Section C | : | Reference / Annexure / Appendix |

Section -A is a formal general section and shall include :

1. Title page – having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the Internship work.
2. Forward/Acknowledgement.
3. Table of content with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the Internship content.
6. Certificate from the Guide / Supervisor.
7. Certificate from the agency / Organization in which the study has been carried out

Section -B is formal technical section and shall include the chapterisation of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives
4. Review of literature
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendations

Section-C Shall include such information that is not included in the body of the report, but is relevant to the study

1. Reference
2. A copy of the tool of data collection
3. Additional statistical tables, Photographs, figures, maps, etc.

Technical specializations of the report :-

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.

2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced, Same specifications apply to Kannada with Nudi/Baraha font 13.
3. Referencing in ASA/APA style, with author-data system.

e.g. for a book by Pitirim Sorokin published in 1978. Title of the book 'Contemporary Sociological Theories' published by Kalyani Publisher, from New Delh

a. In text referencing: (Sorokin 1978)

b. In text quoting the statement : (Sorokin 1978:236)

c. Reference :

Sorokin Pitirim 1978. *Contemporary Sociological Theories* ' New Delhi. Kalyani Publisher,

Marks awarded for the Internship Report by Supervisor

1. Name of the Student :
2. Title of the Assignment :

| SI No | Criterion | Maximum Marks = 50 | Marks Obtained |
|-------|---|--------------------|----------------|
| 1 | Conceptual Clarity about the Assignment | 05 | |
| 2 | Collection of data and study material | 15 | |
| 3 | Analysis of data and interpretation | 15 | |
| 4 | Presentation of the report | 10 | |
| 5 | Conclusions and Suggestions | 05 | |

Signature of Supervisor

Project Dissertation

Research skills are very important for sociological analysis. Through this course in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This project course will help to :-

1. Develop the ability to conceptualize, formulate and conduct simple research projects
2. Learn to assess the research studies and findings
3. Develop the skills for library work and documentation for research
4. Develop favorable attitudes for the integration for research and theory
5. Develop logical thinking and critical analysis

General Guidelines for Dissertation

1. A student shall select the research topic in consultation with the faculty member assigned as supervisor / Guide for research work
2. Topic of the research project shall be finalized / approved in the Development council
3. The allotment of the students to a faculty for supervision shall be done by the Department council
4. The Guide/Supervisor shall provide guidance to the students to carry out research work and monitor the progress.
5. Research project may be qualitative, quantitative or combined
6. The sample size for qualitative research shall not be less than 50 respondents and minimum 10 cases if it is qualitative.
7. The student has to submit One copy of Research Dissertation to the Head of the Department / college principal on or before the last working day of the VI semester
8. The research project course will be evaluated on the basis of the presentation and report of the Dissertation (Presentation=20 Marks and Report=30 Marks)

Research Project Report shall consist of the following Sections.

- Section A: Preliminaries
Section B: Body of the Report
Section C: Reference / Annexure / Appendix

Section A is a formal general section and shall include :

1. Title page – having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement
3. Table of content with Page Numbers
4. List of Tables, Charts, Graphs
5. Certificate from the candidate stating the originality of the research report content.
6. Certificate from the Guide/Supervisor
7. Certificate from the agency if the study has been carried out in a particular institute

Section B is formal technical section and shall include the chaparization of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives /Hypothesis
4. Review of literature
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendation

Section C Shall include such information that is not included in the body of the report, but is relevant to the study

1. Reference
2. A copy of the tool of data collection
3. Additional statistical tables; Photographs, figures, maps, etc.

Technical specializations of the report

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double spaced, Same specifications apply to Kannada with Nudi/Baraha font 13.
3. Referencing in ASA/APA style, with author-data system.
e.g. for a book by Pitirim Sorokin published in 1978. Title of the book 'Contemporary Sociological Theories' published by Kalyani Publisher, from New Delhi.
 - a. In text referencing: (Sorokin 1978)
 - b. In text quoting the statement : (Sorokin 1978:236)
 - c. Reference :
Sorokin Pitirim 1978. *Contemporary Sociological Theories'* New Delhi. Kalyani Publisher,

Question Paper Pattern for DSC and OE
(From I Semester to VI Semester Except SEC)
B.A. Examination Month /Year

Sociology

Title of the Paper

Instruction: Answer All Questions

- | | | |
|------|----------------------------|------------|
| I. | Answer all Questions | 5 X 2 = 10 |
| | 1. | |
| | 2. | |
| | 3. | |
| | 4. | |
| | 5. | |
| II. | Answer any Four Questions | 4 X 5 = 20 |
| | 6. | |
| | 7. | |
| | 8. | |
| | 9. | |
| | 10. | |
| | 11. | |
| III. | Answer any Three Questions | 3X 10 = 30 |
| | 12. | |
| | 13. | |
| | 14. | |
| | 15. | |
| | 16. | |

Question Paper Pattern for SEC
B.A. Examination Month / Year
(Scheme CBCS)
Sociology
Title of the Paper

Instruction : Answer All Questions

I. Answer all Questions 5 X 2 = 10

- 1.
- 2.
- 3.
- 4.
- 5.

II Answer any Two Questions 2 X 10 = 20

- 6.
- 7.
- 8