

# Sociology Syllabus BA

## Model Curriculum

**Name of the Degree Program: BA**

**Discipline Core: Sociology**

### **Program Outcomes:**

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

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

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

### **Assessment:**

#### **Weightage for assessments (in percentage)**

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

## Semester 1

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

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

### **Course Outcomes (COs):**

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student*

*actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Understand the nature and role of Sociology in a changing world
  2. Comprehend the uniqueness of sociological imagination in the study of real world
  3. Recognise different perspectives of perceiving the workings of social groups
  4. Differentiate between sociology's two purposes - science and social reform
  5. Express one's understanding of current social issues in oral and written forms

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

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Understand the nature and role of Sociology in a changing world	X	X		X		X	X	X	X
Comprehend the uniqueness of sociological imagination in the study of real world	X	X		X	X	X	X	X	X
Recognise different perspectives of perceiving the workings of social groups	X		X	X	X	X	X	X	X

Differentiate between sociology's two purposes - science and social reform	X	X	X	X	X	X	X	X	X
Express one's understanding of current social issues in oral and written forms		X	X	X	X			X	X

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

## BA Semester 1

### Title of the Course:

Course 1: Understanding Sociology		Course 2: Changing Social Institutions in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

Content of Course 1: Understanding Sociology	42 Hrs
<b>Unit – 1      Sociology as Science</b>	<b>17</b>
<b>Chapter No. 1</b> Sociology as a study of Groups and Social Interaction - DeGinition, Scope and Need; Sociology as Science Vs. Sociology as Social Reform	
<b>Chapter No. 2</b> Foci of Sociology: Social Institutions, Social Inequality and Social Change	
<b>Chapter No. 3</b> Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills' distinction between trouble <i>i.e. personal in nature</i> and issue, <i>i.e. public in nature</i> )	
<b>Chapter No. 4.</b> Sociological Perspectives: Functionalist, ConGlict, Symbolic Interactionist, Feminist	
<b>Chapter No. 5</b> Social Construction of Reality	
<b>Unit – 2      Culture and Socialisation</b>	<b>14</b>
<b>Chapter No. 6.</b> Culture: DeGinition and Elements of Culture; Comparison between Culture and Civilisation; Acculturation: Robert Ezra Park's idea of	

Melting Pot; Cultural Contact, Cultural Shock, Counter Culture and Contra Culture	
<b>Chapter No. 7.</b> Global Culture: Globalisation of Values; Cultural Imperialism	
<b>Chapter No. 8.</b> Emerging Issues in Culture: Consumer Culture, Children as Consumers, Cyber culture, Netiquette in the age of Digital Living and Digital Divide	
<b>Chapter No. 9</b> Socialisation: Theories of Self: Charles Horton Cooley and George Herbert Mead	
<b>Unit – 3 Social Change</b>	<b>11</b>
<b>Chapter No. 10</b> Changes due to Industrialisation, Rationalisation, Globalisation, McDonaldization (George Ritzer), Urbanisation and Information Explosion	
<b>Chapter No. 11.</b> Consequences of Change: Changing age Structure of Societies: Ageing and Ageism; Technological Impact on Social Life; Changing Environment	

### **Text Books**

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

Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

Davis, Kingsley 1949, Human Society, Macmillan, Delhi

Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA

Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York

Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt . Ltd. New Delhi

Harlambos, M and R M Heald, 1980, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi Inkeles, Alex 1987, *What is Sociology?* Prentice-Hall of India, New Delhi

Jayaram, N 1989, *Sociology - Methods and Theories*, Macmillan India Ltd. Bangalore

Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi

Lemert, Charles 2012, *Social Things: An Introduction to the Sociological Life*, Rowman and LittleGield Publishers, Maryland

Macionis, John 2018, *Sociology Global Edition*, Pearson, England

Mulagund, I C 2008 *Readings in General Sociology*, Srushti Prakashana, Dharwad

Mulagund, I C 2008 *Readings in Indian Sociology*, Srushti Prakashana, Dharwad

Ritzer, George and W W Murphy, 2020, *Introduction to Sociology*, 5th edition, Sage Publications, New Delh

**Sociology B A Model**

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

**B.A. Semester 1**

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

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

**Course Outcomes (COs):**

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student*

*actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Identify the new forms taken by institutions of family and marriage
2. Understand the role played by religion in modern world
3. Sensitise the students to the conflicting norms of secularism and living by one's religious beliefs
4. Appreciate the role of education and challenges in making education accessible to all
5. Recognise the social nature of economy and work
6. Grasp the opportunities offered by democracy and the threats it faces
7. Undertake micro research work and communicate effectively

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

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Identify the new forms taken by institutions of family and marriage	X	X	X	X	X	X	X	X	X
Understand the role played by religion in modern world	X	X		X	X	X	X	X	X

**Sociology B A Model**

Sensitise the students to the conflicting norms of secularism and living by one's religious beliefs	X	X	X	X	X	X	X	X	X
Appreciate the role of education and challenges in making education accessible to all	X	X	X	X	X	X	X	X	X
Recognise the social nature of economy and work	X	X	X	X	X	X	X	X	X
Grasp the opportunities offered by democracy and the threats it faces	X	X		X	X		X	X	X
Undertake micro research work	X	X	X	X	X	X	X	X	X

and communicate effectively

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

**Sociology B A Model**

<b>Content of Course 2: Changing Social Institutions in India</b>		<b>42 Hrs</b>
<b>Unit - 1</b>	<b>Family and Marriage</b>	<b>16</b>
<b>Chapter No. 1</b> Family - DeGinitions of Family and Household; Changing structure of family; changes in size and composition		
<b>Chapter No. 2</b> Weakening of gender and age stratiGication - democratisation of relationships: between spouses, parent-children; step-parenting		
<b>Chapter No. 3</b> Changes in caregiving of children and elderly		
<b>Chapter No. 4</b> Marriage - DeGinition; changing patterns of marital relations - cohabitation, separation, divorce and remarriage!		
<b>Chapter No. 5</b> Changes in age of marriage, marriage decision making and regional variations !		
<b>Chapter No. 6</b> Decrease in number of children and voluntary childlessness		
<b>Unit - 2</b>	<b>Religion and Education</b>	<b>13</b>
<b>Chapter No. 7.</b> DeGinition; secularisation vs resurgence of religion in modern world; Challenge of diversity - religious freedom vs state laws		
<b>Chapter No. 8</b> Education: DeGinition; education as socialisation; types of education - formal and informal!		
<b>Chapter No. 9</b> Functional view - manifest and latent functions; ConGlict view - education as tool for perpetuating inequality!		
<b>Chapter No.10</b> Schooling and Life Chances (Max Weber's views) - increasing enrolment ratio; Education and Employability - Technology and Digital Divide		
<b>Unit - 3</b> Economic and Political Institutions		<b>13</b>
<b>Chapter No. 11.</b> DeGinitions of Economy and Work; Gender stratiGication in work and its feminisation;		

## ***Sociology B A Model***

**Chapter No. 12** DeGinitions of Political Institution, Government, Governanc e and State!

**Chapter No. 13** Status of Democracy in India; Challenges: Militancy, Fundamentalism, Regionalism!

**Chapter No. 14** Globalisation and Social Welfare!

### **Text Books**

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

Davis, Kingsley 1949, Human Society, Macmillan, Delhi

Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi

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

Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi

Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi

Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi

Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore

Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi

Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad

Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad

Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi

## BA Semester 2

### Title of the Course:

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

### BA

### Semester II

Course Title: Foundations of Sociological Theory	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

### Course Outcomes (COs):

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student*

*actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Contextualise the social and intellectual background of classical sociologists
2. Appreciate the contemporaneity of classical sociological thought
3. Appreciate the need for thinking in theoretical terms and concepts
4. Demonstrate Basic Understanding of Theory and Research

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

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Contextualise the social and intellectual background of classical sociologists		X	X	X	X	X	X	X	X
Appreciate the contemporaneity of classical sociological thought	X	X	X	X	X	X	X	X	X
Appreciate the need for thinking in theoretical terms and concepts	X	X	X	X	X	X	X		X
Demonstrate Basic Understanding of Theory and Research	X	X	X	X	X	X	X	X	X

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

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

### **Text Books**

Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi

Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y

Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York

Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur

Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur

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Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore

Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi

Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and LittleGield Publishers, Maryland

Macionis, John 2018, Sociology Global Edition, Pearson, England

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

Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur

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

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

BA

Semester II

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

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

**Course Outcomes (COs):**

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

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

1. Understand the myths and realities of village India constructed by Western scholars
- 2 Understand the changes in land tenure systems and consequences  
Appreciate the role of traditional social institutions and how they have responded to forces of change
- 3
4. Make an informed analysis of various development programmes and challenges encountered

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

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Understand the myths and realities of village India constructed by Western scholars	X	X		X	X	X		X	X
Understand the changes in land tenure systems and consequences	X	X		X	X	X	X	X	X

**Sociology B A Model**

Appreciate the role of traditional social institutions and how they have responded to forces of change			X	X	X	X	X	X	X
Make an informed analysis of various development programmes and challenges encountered	X	X	X	X	X	X	X	X	X

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

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

## **Text Books**

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

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

Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in  
India: A

Regional Scenario, GRIN Publishing, Munich

Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi

Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad

Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad

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

Publications, New Delhi

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Srinivas, M N 1960, The Myth of Self-SufGiciency of Indian Village,

## B.A. Semester I: Open Elective 1

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

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

### **Course Outcomes (COs):**

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

*(Write 3-7 course outcomes. Course outcomes are statements of observable student*

*actions that serve as evidence of knowledge, skills and values acquired in this course)*

1. Look at the familiar world from a new perspective
2. Able to appreciate how our social world is constructed
3. Able to communicate effectively in written and oral formats

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

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
Look at the familiar world from a new perspective	X	X	X	X	X				X
Able to appreciate how our social world is constructed	X	X	X	X	X	X			X
Able to communicate effectively	X	X	X	X	X	X	X	X	X

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

**Sociology B A Model**

<b>Content of Open Elective Course 1: Sociology of Everyday Life 39 Hrs</b>		
<b>Unit - 1</b>	<b>Introduction</b>	<b>14</b>
<p><b>Chapter No. 1:</b> Sociology as a study of Social Interaction and its Need</p> <p><b>Chapter No. 2:</b> Everyday Life - Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialisation in establishing habits and practices- action, thinking and feeling</p> <p><b>Chapter No. 3:</b> Social Institutions as Established Practices and Customs - DeGinition and Elements</p> <p><b>Chapter No. 4:</b> Challenges and Problems of Everyday Life!</p>		
<b>Unit - 2 Self and Society</b>		<b>13</b>
<p><b>Chapter No. 5:</b> Definition of Situation (W I Thomas' Principle)</p> <p><b>Chapter No. 6:</b> The Looking-Glass Self; Relation between Individual and Society</p> <p><b>Chapter No. 7:</b> Role of Social Media in Constructing Self and Identity</p>		
<b>Unit - 3 Culture in Everyday Life</b>		<b>12</b>
<p><b>Chapter No. 8:</b> DeGinition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture!</p> <p><b>Chapter No. 9:</b> Mass Media and Everyday Life!</p> <p><b>Chapter No. 10:</b> Globalisation and Cultural Diffusion</p>		

## **Text Books:**

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

Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada

Coser, Lewis 1977 Masters of Sociological Thought, Harcourt Brace Jovanovich, New York

Davis, Kingsley 1949, Human Society, Macmillan, Delhi

Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA

Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York

Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt . Ltd. New Delhi

Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi

Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore

Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi

Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and LittleGield Publishers, Maryland

MacIver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi

Macionis, John 2018, Sociology Global Edition, Pearson, England

Merton, R K 1968, Social Theory and Social Structure, The Free Press, Glencoe

Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad

Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad

Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi

<b>Content of Open Elective 2: Society Through Gender Lens</b>	<b>39 Hrs</b>
<b>Unit - 1 Social Construction of Gender</b>	<b>14</b>
<b>Chapter 1:</b> Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour	
<b>Chapter 2:</b> Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity	
<b>Chapter 3:</b> Gender Representation of Women and Third Gender in Indian Social Institutions	
<b>Unit - 2 Gender Representation and Violence</b>	<b>14</b>
<b>Chapter 4:</b> Mass Media and Politics	
<b>Chapter 5: Education, Employment and Health</b>	
<b>Chapter 6:</b> Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing, Cyber Crime	
<b>Unit-3 Addressing Gender Justice</b>	<b>11</b>
<b>Chapter 7:</b> The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	
<b>Chapter 8:</b> 73rd and 74th Constitutional Amendment and Women's Empowerment	
<b>Chapter 9:</b> Right to self determination of gender - Supreme Court of India's Judgment in NLSA Vs Union of India and others (Writ Petition (Civil) No 400 of 2012)	

## **Text Books**

Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley

India

Pvt . Ltd. New Delhi

Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in

India: A

Regional Scenario, GRIN Publishing, Munich

Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives,

Oxford

University Press, Delhi

Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi

Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi

Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers,

New

Delhi

Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th

edition,

Sage Publications, New Delhi

**Under Graduate Course- as per NEP 2020)**

**Syllabus for B.A Sociology  
(III & IV Semester)**

**2022-23 onwards**

## MODEL CURRICULUM - Discipline Core: SOCIOLOGY

**Year of Implementation: Academic year 2022-23 onwards**

### B.A. Semester – III

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

**Assessment Marks: 60**

<b>Content of Course 05: Social Stratification and Mobility</b>	<b>42 Hrs</b>
<b>Unit – 1. Stratification - Features and Forms</b>	<b>14</b>
<b>Chapter No. 1. Meaning and Definitions</b> of Stratification Basic Characteristics of Stratification.	4
<b>Chapter No.2.</b> Forms of Social Stratification – Meaning: Caste, Class, Estate	4
<b>Chapter No.3.</b> Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling	6
<del><b>Unit – 2. Perspectives on Stratification</b></del>	<del><b>14</b></del>
<del><b>Chapter No. 4.</b> Functional Theory: Kingsley Davis, Perspective &amp; Critique by Melvin M Tumin.</del>	<del>5</del>
<del><b>Chapter No.5.</b> Karl Marx’s Theory: Class and Social Change</del>	<del>4</del>
<del><b>Chapter No.6.</b> Weber’s Theory: Class, Status and Power</del>	<del>5</del>
<b>Unit – 3. Social Mobility</b>	<b>14</b>
<b>Chapter No.7.</b> Meaning of Social Mobility; Forms of Social Mobility: Horizontal and Vertical, Intergenerational and Intragenerational Mobility	5
<b>Chapter No.8.</b> Role of Education and Profession in the Rise of Middle Class	4
<b>Chapter No.9.</b> Mobility in Caste in Contemporary India	5

## Reference Books

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

□ Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21 Century, Routledge, New York

□ Hess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York

□ Jodhka, Surnider S, 2018, Caste in Contemporary India, 2 Edition, Routledge, London

□ Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent

Black,

Ranikhet

□ Sharma, K L 2201, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi

□ Tumin, Melvin M Social Stratification, Prentice-Hall India, New Delhi

□ Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge

□ ಶಂಕರರಾವ್, ಚನ (2014) ಸಾಮಾಜಿಕಸ್ತರವಿನ್ಯಾಸತ್ವತಚಲನೆ, ಜೈಭಾರತ್ಪ್ರಕಾಶನ, ಮಂಗಳೂರತ

□ ಶಂಕರರಾವ್, ಚನ (2015) ಭಾರತೀಯಸ್ಮಾಜ, ಜೈಭಾರತ್ಪ್ರಕಾಶನ, ಮಂಗಳೂರತ

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

□ Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday

Life,

Routledge, London

□ Wokin, Sey, Kathleen and S (Eds) 2015, Soc (Eds) 2009, Sociology Through, Sage, New Delhi

Learning,

2<sup>nd</sup> Edition, Pine Forge Press, New Delhi

□ Rao, Shankar C N (2019) Sociology: Principles of Sociology with an Introduction to

Social

Thought, S Chand and Co, Delhi

## B.A. Semester – III

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

<b>Content of Course 06: Sociology of Urban Life in India</b>	<b>42 Hrs</b>
<b>Unit – 1. Introducing Urban Sociology</b>	<b>17</b>
<b>Chapter No. 1.</b> Meaning of Urban Sociology and its Importance; a brief history of Urban Sociology in India and World	6
<b>Chapter No.2.</b> Meaning of Urban, Urbanism and the City; Types of City: Metropolitan, Megacity and Global City	6
<b>Chapter No.3.</b> Urbanization and its Challenges: Meaning of Terms: Rural-Urban Continuum, Suburbs, Urban Fringe, Urban Sprawl, Edge Cities	5
<b>Unit – 2. Perspectives on Urban Society</b>	
<b>Chapter No. 4.</b> Ecological Theory (Chicago School)	<b>9</b>
<b>Chapter No.5.</b> World and Global Cities (Saskia Sassen)	3
<b>Chapter No.6</b> Spaces of Flows (Manuel Castells), Cities in the South	3
<b>Unit – 3. Urban Policy</b>	3
<b>Chapter No.7.</b> Inequalities: Caste, Class, Gated Communities and Social Exclusion	<b>16</b>
<b>Chapter No.8.</b> Urban Governance: 74th Amendment to the Indian Constitution, Urban Development and Planning	5
<b>Chapter No.9.</b> Urban Policy: Urbanisation and Environmental Concerns, Smart Cities	6
	5

## Reference Books

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□ Flanagan, William G 2010, Urban Sociology: Images and Structures, 5 Edition, Bowman and Littlefield Publishers Inc, New York

□ Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York

□ Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies, Sage London

□ Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3 Edition,

Praeger, California

th

□ LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6 Edition, Routledge, New York

□ Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York

□ ಶಂಕರರಾವ್, ಚ. ನ (೨೦೧೫) ನಗರಸಾಮಾಜ್ಯಶಾಸ್ತ್ರ, ಜೈಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

□ Holsmiller, Malcolm & Tim Hall 2004 The City Cultural Reader, 2 Edition, Routledge, New York

□ ಶಂಕರರಾವ್, ಚ. ನ (೨೦೧೫) ಭಾರತೀಯ ಸಾಮಾಜ್ಯ, ಜೈಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

□ Rae, 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, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi

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

## B.A. Semester – III

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

**Assessment Marks: 60**

<b>Content of OE 03: Sociology of Tourism and Management</b>	<b>39 Hrs</b>
<b>Unit – 1. Sociology, Tourism, Tourists</b>	<b>14</b>
<b>Chapter No. 1.</b> Definitions of Sociology, Culture, Tourism, Tourists, Tourist Guide; Relation between Tourism, Leisure and Recreation;	5
<b>Chapter No.2.</b> Types of Tourism: Cultural, Heritage, Religious, Medical, Food, Sports, Yoga and Eco Tourism	5
<b>Chapter No.3.</b> Tourism and Locals; Hosts and Guests: Mutual Impact	4
<b>Unit – 2. Tourism System</b>	<b>10</b>
<b>Chapter No. 4.</b> Development and Structure of the Tourist System - Motivation and Role of Tourist	3
<b>Chapter No.5.</b> Impact of Tourism on Host Place: Social, Economic, Climate and Environmental	4
<b>Chapter No.6.</b> Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; Sustainability of Tourism	3
<b>Unit – 3. Tourism Management</b>	<b>15</b>
<b>Chapter No.7.</b> Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Roles and Decision-Making Process; Role of Intermediaries	5
<b>Chapter No.8.</b> Marketing for Tourism: Definition; Tourism as a Service Industry: Product, Price, Promotion and Place	5
<b>Chapter No.9.</b> Information Technology and Tourism: ICT as a Business Tool; eTourism	5

## Reference Books

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

th

□ Fletcher, John & others, 2018, Tourism: Principles and Practice, 6 Edition, Pearson, UK

□ Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological

Beginnings,

Elsevier, Amsterdam

□ Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies,

Sage,

New Delhi

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

□ Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London

□ McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active

Learning,

2<sup>nd</sup> Edition, Pine Forge Press, New Delhi

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

New

Delhi

## B.A. Semester – IV

<b>Course Title: Sociology of Marginalised Groups</b>	
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3</b>
<b>Model Syllabus Authors:</b>	<b>hours Summative</b>

**Assessment Marks: 60**

<b>Content of Course 07: Sociology of Marginalised Groups</b>	<b>42 Hrs</b>
<b>Unit – 1. Introduction</b>	<b>16</b>
<b>Chapter No. 1.</b> Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic	6
<b>Chapter No.2.</b> Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly	5
<b>Chapter No.3.</b> Socio-economic Indices of Marginalisation: Poverty, Educational Backwardness, Inequality and Untouchability	5
<b>Unit – 2. Marginalisation and Affirmative Action</b>	
<b>Chapter No. 4.</b> Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)	<b>14</b>
<b>Chapter No.5.</b> Scheduled Castes, Scheduled Tribes and Status of Women in these Groups; Status of Transgenders	5
<b>Chapter No.6.</b> Status of Landless Agricultural Labourers, Status of Land Ownership among Scheduled Caste and Scheduled Tribes	5
<b>Unit – 3. Marginalised Groups and Social Change</b>	4
<b>Chapter No.7.</b> Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion, Migration	<b>12</b>
<b>Chapter No.8.</b> Challenges of Privatisation and Response by Marginalised Groups	6
<b>Chapter No.9.</b> Social Justice in the context of Globalisation	3
	3

[Type text]

### Reference Books

- Beteille, Andre 1992, The Backward Classes in Contemporary India, Oxford University Press, Delhi
- Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
- Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
- Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Volume 1, Sage, New Delhi
- Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2 Edition, Routledge, London
- Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
- Singh, K S (1994) The Scheduled Tribes, Oxford University Press, New Delhi
- Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
- Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi
- Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discrimination in Modern India, Oxford University Press, New Delhi
- ಗತರತಲಂಗಯಾ, ಎಂ (೨೦೧೬) ಅಂಚಿನಗತಂಪುಗಳಸ್ಮಾಜಶಾಸ್ತ್ರ, ದೀವಿತ್ಪ್ರಕಾಶನ,
- ತ್ತಮಕೂರತ ಶಂಕರರಾವ್, ಚನ (೨೦೧೬) ಭಾರತೀಯಸ್ಮಾಜ, ಜೈಭಾರತ್ಪ್ರಕಾಶನ,

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

- Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

## B.A. Semester – IV

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

<b>Content of Course 08: Population and Society</b>	<b>42 Hrs</b>
<b>Unit – 1. Introduction</b>	<b>14</b>
<b>Chapter No. 1. Meaning and Definitions of Population, Relationship between Society and Population</b>	4
<b>Chapter No.2. Global Population Trends: Role of Fertility, Mortality and Migration; Power of Doubling</b>	5
<b>Chapter No.3. Age and Sex Composition in India and its Impact; Demographic Dividend</b>	5
<b>Unit – 2. Sources of Demographic Data</b>	<b>14</b>
<b>Chapter No. 4. Population Census: Uses and Limitations; Indian Censuses</b>	6
<b>Chapter No.5. Vital Registration System</b>	4
<b>Chapter No.6. National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)</b>	4
<b>Unit – 3. Population Theories and Policy</b>	<b>14</b>
<b>Chapter No.7. Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory</b>	6
<b>Chapter No.8. Need of Population Policy; Millennium Development Goals</b>	4

and

Sustainable Development Goals

**Chapter No.9.;** Population Policy of India; Programmes and their

Evaluation

## Reference Books

- Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.
- Ahuja, Ram. (1992) Social problems in India. Jaipur, Rawat Publications.
- Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub. House.
- Bogue, D. J. (1969) Principles of demography. New York: Wiley.
- Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi
- Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi.
- Census of India Report, GOI, New Delhi.
- Kingsley Davis. (1951) The Population of India and Pakistan. Princeton, N. J.: Princeton Univ. Press.
- Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
- Rao, Shankar (2021) Sociology of Indian Society, 16 Reprint, S Chand and Co, New Delhi
- Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University Press. Delhi.

□ ರಾಜಶೀಖರ, ಎಸ್ (೨೦೧೩) ಜನಸಂಖ್ಯಾಶಾಸ್ತ್ರ, ಮೈಸೂರತಬತಕಹೌಸ್, ಮೈಸೂರತ

□ ಶಂಕರರಾವ್, ಚನ (೨೦೧೬) ಭಾರತೀಯಸ್ಮಾಜ, ಜೈಭಾರತ್ಪ್ರಕಾಶನ, ಮಂಗಳೂರತ

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

□ Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London

□ McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning,

2<sup>nd</sup> Edition, Pine Forge Press, New Delhi

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

New

Delhi

**Syllabus for  
Sociology (V  
& VI  
Semester)**

**2023-24 Onwards**

**B.A. Semester – V**

**Discipline Specific Course (DSC)-9**

**Course Title: Social Entrepreneurship**

**Course Code: SOC C9**

	Type of Instruction	Total No. of Credits	Total No. of Lectures/Hours	Formative Assessment	Summative Assessment	Total Marks
Practical weeks / Semester	Practical	0	0	0	0	0
Theory weeks / Semester	Theory	04	56	04	2	100
<b>DSCC-9 Theory 04 04 56 hrs. 2hrs. 40 60 100</b>						

**Course Objectives and Course Outcomes (COs): At the end of the course students will be able to:**

**to:**

CO1 : Provide knowledge about social entrepreneurship

CO2 : To help them to start their own social enterprise or NPO

CO3 : Understand the scope and need for social entrepreneurship

CO4 :: Plan and implement socially innovative ideas in the areas of entrepreneurship

<b>DSC SOC C9 -Content of Course : Social Entrepreneurship</b>	<b>56 Hrs</b>
<b>Unit 1 Fundamentals of Social Entrepreneurship</b>	<b>14</b>
<p><b>Chapter 1</b> 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><b>Chapter 2 :</b> Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Hybrid Models of Social Entrepreneurship</p> <p><b>Chapter 3 :</b> Identifying social business opportunities</p>	
<b>Unit 2 Establishment of Non-Profit Organizations</b>	<b>14</b>
<p><del><b>Chapter 4</b> Concept of Non-Government Organizations.</del></p> <p><b>Chapter 5 :</b> Objectives and establishment of Non-Profit organizations (NPOs) ; 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><b>Chapter 6</b> Social Values of NPOs: Mission and Vision; Memorandum of Agreement (MoA) and Bye-Laws</p>	

<b>Unit 3 Management and Financing</b>	<b>14</b>
<p><b>Chapter 7</b> Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p><b>Chapter 8</b> 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><b>Chapter 9</b> : Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>	
<b>Unit 4 Case Studies 14</b>	
<p><b>Chapter 10</b> Pratham, RUDSET and Vivekananda Girijana Kalyana Kendra,</p> <p><b>Chapters 11 &amp; 12</b> 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>	

***Suggested Internet Resources***

***Unit 1***

<https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf>  
<https://www.adb.org/sites/default/files/institutional-document/826606/adou2022bn-social-entrepreneurship-definition-philippines.pdf>  
[https://web.mit.edu/sloan2/dese/readings/week01/Martin\\_Osberg\\_SocialEntrepreneurship.pdf](https://web.mit.edu/sloan2/dese/readings/week01/Martin_Osberg_SocialEntrepreneurship.pdf)  
[https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP\\_09.pdf](https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf)  
[https://business.expertjournals.com/ark:/16759/EJBM\\_710mthembu147-177.pdf](https://business.expertjournals.com/ark:/16759/EJBM_710mthembu147-177.pdf)  
<https://isfcolombia.uniandes.edu.co/images/201519/LRD32.pdf>  
<https://www.hec.edu/en/faculty-research/centers/society-organizations-institute/think/so-institute-executive-factsheets/what-social-business>  
<https://socialtrendspot.medium.com/what-is-the-difference-between-social-innovation-social-enterprise-social-entrepreneurship-fe3fce7bf925>  
[https://www.albany.edu/faculty/miesing/teaching/socent/3 Recognizing Social Opportunities.pdf](https://www.albany.edu/faculty/miesing/teaching/socent/3%20Recognizing%20Social%20Opportunities.pdf)

***Unit 2***

<http://eprints.lse.ac.uk/29032/1/cswp3.pdf> Defining the non-profit sector  
<https://prosper-strategies.com/seven-nonprofit-core-values-examples/>

***Unit 3***

<https://www.intechopen.com/chapters/55499>  
<https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project>  
 Planning: Project development is,lot of research and planning.  
<https://www.pm4dev.com/resources/manuals-and-guidelines/117-guide-for-ngo-s-project-preparation-and-management-euroaid/file.html>  
<http://www.pm4ngos.org/wp->

**Reference Books**

Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press

Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California

Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons

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

Hoggard, S 2005 The Business Idea, Springer, Berlin

Lynch, Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner’s Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California

Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi

Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi

Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press

Praszkier, Ryszard adn Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi

Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited

Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer

Sharma, Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India, Delhi

Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India, Sage

Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Fieldwork as per Ch 11 and 12 of Unit 4	30
Written Test	10
<b>Total</b>	40



<b>Unit – 3 Studying Tribes</b>	<b>14</b>
<b>Chapter 7:</b> Tradition of Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives <b>Chapter 8:</b> Sources of Data: Primary and Secondary <b>Chapter 9:</b> Participatory Method, Case Studies, Sample Surveys, Genealogies	
<b>Unit-4 Field Work 14</b>	
<b>Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report</b>	

#### Reference Books

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

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

#### Formative Assessment

#### Weightage in Marks

Assessment Occasion/ type	
Fieldwork as per Unit 4	30
Written Test	10
<b>Total</b>	<b>40</b>

## B.A. Semester V

<b>Course Title: Statistics in Sociological Research</b>	
<b>Total Contact Hours: 60 Course Credits: 4</b>	
<b>Formative Assessment Marks: 40 Duration of ESA/Exam: 3 hours</b>	
<b>Model Syllabus Authors: Summative Assessment Marks: 60</b>	

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

**Completion of DSC1-DSC8**

### 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 (COs) for DSC 11:

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

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

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

### Articulation Matrix for Course 11: 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

<b>DSC SOC C11 - Content of Course : Statistics in Sociological Research</b>	<b>60 Hrs</b>
<b>Unit 1 Sociological Research</b>	<b>15</b>
<p><b>Chapter 1</b> Meaning of Science, Social Science, Research, Research Design</p> <p><b>Chapter 2</b> Steps for Conducting Research: Choosing Research Topic, Literature Review, Sources of Data (Primary, Secondary)</p> <p><b>Chapter 3</b> Meaning of - Concept, Assumption, Hypothesis; Formulating a Hypothesis; Independent Variable, Dependent Variable; Drawing Conclusion</p>	
<b>Unit 2 Methods of Sociological Research</b>	<b>15</b>
<p><b>Chapter 4</b> Qualitative and Quantitative Methods: Meaning, Differences</p> <p><b>Chapter 5</b> Survey Methods: Sampling, Questionnaire, Interview <b>Chapter 6</b> Observation: Participant, Nonparticipant Observation</p>	
<b>Unit 3 Social Statistics</b>	<b>15</b>
<p><b>Chapter 7</b> What is Social Statistics? Need for Studying Social Statistics <b>Chapter 8</b> Definition of - Population, Sample, Count, Fractions, Constant, Variable; Types of Statistics: Descriptive Statistics, Inferential Statistics <b>Chapter 9</b> 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>	
<b>Unit -4 Methods of Statistical Measurement</b>	<b>15</b>
<p><b>Chapter 10</b> Measures of Central Tendency: Merits, Demerits; Arithmetic Mean: Merits, Demerits; Median and Mode- Merits, Demerits</p> <p><b>Chapter 11</b> Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation</p> <p><b>Chapter 12</b> Correlation: Pearson's Correlation, Rank Correlation</p>	

## Reference Books

- Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in Statistical Computing for the Social Scientist, New York: John Wiley and Sons.
- Babbie, Earl 2013 The Practice of Social Research, Cengage, 13th Edition
- Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4thEd. The Free Press, New York
- Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin
- Hyman.Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, McGraw Hill New York
- Gupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya Publishing House.
- Gupta, S.C. (1985). Statistical Methods, New Delhi: S.Chand and Sons.
- Irvine, J. I. Miles and J.Evans eds. (1979). Demystifying Statistics, London: 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.
- Shipman, Martin (1998). The Limitations of Statistics, London: Longman.
- Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi
- Pedagogy Field work, micro projects, group discussion, role play, written/oral presentation by students

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



Unit 4 Symbolic Interaction Perspective 14	
<p><b>Chapter 10</b> Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation</p> <p><b>Chapter 11</b> :Importance of Meaning; Definition of Situation</p> <p><b>Chapter 12:</b> Dramaturgy and Everyday Life</p>	

**Reference Books**

Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London: Penguin.

Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.

Black, Max ed. (1961). The Social Theories of Talcott Parsons: A Critical Examination, Carbondale: Southern Illinois University Press.

Coser, Lewis (1975). Masters of Sociological Thought: Ideas in Historical and Social Context, New York: Harcourt Brace Jovanovich.

Firth, Raymond (1957). Man and Culture: An Evaluation of the Work of Bronislaw Malinowski, New York: Humanities Press.

Giddens, Anthony (2004). In Defense of Sociology, Cambridge: Polity Press.

Giddens, Anthony and J.H. Turner (1987). Social Theory Today, Cambridge: Polity Press.

Jeffrey, Alexander C. (1985). Neofunctionalism, London: Sage.

Luckmann, Thomas ed. (1978). Phenomenology and Sociology: Selected Readings, New York: Penguin Books.

Merton, R.K. (1968). Social Theory and Social Structure, New York: The Free Press

Ritzer, George ed. (2007). The Blackwell Encyclopedia of Sociology, Oxford: Blackwell.

Routledge Library Edition (2004). The Sociology of Radcliffe Brown, London: Routledge.

Scott, Applelrouth and Laura Desfor Edles (2008). Classical and Contemporary Sociological Theory: Text and Readings, California: Pine Forge Press.

Tucker, K.N (2002). Classical Social Theory, Oxford: Blackwell Publication

Wiseman, Boris (1998). Introducing Lévi-Strauss. Toronto: Totem Books.

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

**Formative Assessment**

Formative Assessment	
Assessment Occasion/ Weightage in Marks type	
Fieldwork as per Ch 11 30 and 12 of Unit 4	
Written Test 10	
<b>Total 40</b>	



<b>Unit 4 Health Care Reform</b>	<b>14</b>
<b>Chapter 10</b> Medicalisation and Pharamceuticalisation of Health <b>Chapters 11 &amp; 12</b> Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level	

**Reference Books**

Albert, Gary L. and R. Fitzpatrick (1994).Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.

Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.

Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.

Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.

Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.

Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall

Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.

Dutta, P.R. (1955).Rural Health and Medical Care in India, Ambala: Army Education Press.

Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.

Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.

Baru, RamaV. (1998). Private Health Care in India, New Delhi: Sage.

Schwatz, Howard (1994).Dominant Issues in Medical Sociology, New York: McGraw Hill.

Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan.

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

**Formative Assessment**

<b>Assessment Occasion/ Weightage in Marks type</b>	
Fieldwork as per Ch 11 30 and 12 of Unit 4	
Written Test 10	
<b>Total 40</b>	

<b>DSC SOC C14 - Content of Course : Society in Karnataka</b>	<b>60 Hrs</b>
<b>Unit - 1 Features of Karnataka</b>	<b>15</b>
<p><b>Chapter 1:</b> Overview of Karnataka's History: Antiquity of Land and Language Social Composition: Religion, Language, Caste, Tribe, Class as per latest Census/Sample Surveys; HDI and Regional Disparities</p> <p><b>Chapter 2:</b> 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><b>Chapter 3:</b> Economic Profile: Developments in Agriculture, Industry and Service Sectors</p>	
<b>Unit - 2 Social Organisation</b>	<b>15</b>
<p><b>Chapter 4:</b> Religions, Languages, Castes, Tribes and Classes as per latest Census/Sample Surveys</p> <p><b>Chapter 5:</b> Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues</p> <p><b>Chapter 6:</b> HDI and Regional Disparities</p>	
<b>Unit - 3 Social Movements of Karnataka</b>	<b>15</b>
<p><b>Chapter 7:</b> Unification of Karnataka, Save Kannada and Gokak Movements</p> <p><b>Chapter 8:</b> Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry</p> <p><b>Chapter 9:</b> Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements</p>	
<b>Unit-4 Studies on Karnataka Society</b>	<b>15</b>
<p><b>Chapter 10:</b> Contributions of M N Srinivas, S Parvathamma, Hiremallur Ishwaran</p> <p><b>Chapters 11 and 12:</b> Fieldwork report on Changing Social Institutions and their Impact on Social Life</p>	

#### Reference Books

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.

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.

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Nanjundappa High Commission Report,

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ Weightage in Marks type</b>	
Fieldwork as per Ch 11 30 and 12 of Unit 4	
Written Test 10	
<b>Total 40</b>	

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

**B.A. Semester – VI**

**\*INTERNSHIP/ Dissertation**

**Title: Area of Specialisation**

Type of Course	Theory Instruction	Total No. of Duration	Formative	Summative	Total
Credits hour /week	Lectures/Hou	of Exam Assessm	ee Marks		
Practical rs nt Marks	assessme				
/ Semester nt Marks					
		<b>*INTERNSHIP Theory 02 50</b>	<b>0 50</b>		

**OR**

**Course Outcomes (COs):At the end of the course students will be able to:**

CO 1: Enable students to have real life exposures, which they theoretically learnt in the classroom

CO 2: To comprehend critically the issues pertaining to chosen area

CO 3: To experience the problems and challenges in the chosen area.

CO 4 : To explore possible employability skills in the chosen area

**Suggested/Recommended area of Specialisation for Internship/Dissertation**

- Rural Development and PRI
- Remand Homes/Prisons
- Shorts Stay Homes/ Destitute Homes
- Working Women Hostels
- Senior Citizen Homes/Old age Homes
- Orphanage
- NGOs
- Anganwadi/Balawadis
- Rehabilitation Centers
- Hospitals/PHCs
- Social Care Institutions
- Counselling Centers
- NIMHANS
- Helplines
- Day Care Centers for Children, Elderly and Specially Challenged

**Formative Assessment for Theory**

Assessment Occasion/ type	Marks
Project Report Submission	30
Viva-voce/Presentation	20
<b>Total</b>	<b>50 Marks</b>
<b>Formative Assessment as per guidelines.</b>	