



**Department of
Post Graduate Studies and Research in Sociology**

**Curriculum Content
For
Sociology (UG)**

**Under
New Education Policy-2020**

August 2023 (Oct 2021)

Board of Studies in Sociology (UG) Members and Syllabus Committee

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Smt. Meena Kumari, Assistant Professor, SDPT First Grade College, Kateel.

Adapted from the Model Curriculum Content for Sociology
Prepared by
Sociology Subject Expert Committee

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Guidelines for Model Curriculum (Modified August 2023)

1. The Universities shall promote Double Major model as prescribed in the Model Curriculum Table.
2. For Arts/Humanities/Social Science - V & VI Sem, three core papers (DSC) to be selected in each semester.
For Science – Ensure two core papers (DSC) should get minimum of 12 credits/or 2 major subjects of 24 credits (4+2 patterns)(1 hour of Lecture or 2 hours of practical/field work per week in a semester is assigned one credit and core subject theory courses/papers will have 4 credits, while practical are assigned 2 credits)
3. Formative assessment and summative assessment to be followed in the ratio of 40:60.
4. Selection of Open electives: The University shall follow curriculum and credit frame work for Undergraduate program of published by UGC.

Open Electives – Courses from other Disciplines (9 Credits)

- Students are not allowed to choose or repeat courses as open electives already undergone at the higher secondary level(12th class)
- All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below.

Natural and Physical Sciences	Mathematics, Statistics, & Computer Applications	Library, Information, and Media Sciences	Commerce and Management	Humanities and Social Sciences:
Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.	Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools	Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)	Courses include business management, accountancy, finance, financial institutions, fintech, etc.,	The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behavior, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

(A3-I) Model Programme Structure for Bachelor of Arts (Basic/Hons.) Programme with two core subjects without practicals in the first three years, and choosing one of the core subjects as Major in the fourth year [Economics, Political Science, Sociology English, History, Hindi, Kannada, OPM, Sanskrit (optional), TTM, Women Studies, Business Mgt.,Co-operation, Rural Development, Ancient History & Archaeology]

Sem.	Discipline Core (DSC)(Credits) (L+T+P)	Discipline Elective (DSE)/Open Elective (OE) (Credits)(L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
I	DSC A1(3), A2(3) DSC B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	Env. Studies (3) (3+0+0)	SEC-1: Digital Fluency (2) (2+0+0)	NCC/NSS/Yoga/ Health & Wellness/ Sports/	25/26
II	DSC A3(3), A4(3) DSC B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	SEC-1: Digital Fluency (2)	Env. Studies (3) (3+0+0)	R&R(S&G)/Cultural/Others (2) (0+0+4)	26/25
Students exiting the programme after securing 46 credits will be awarded UG Certificate in the relevant Discipline provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during first year.							
III	DSC A5(3), A6(3) DSC B5(3), B6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)	Indian Constitution (3) (3+0+0)	SEC-2:AI/Financial Edu. &Inv.Aw. (2)(2+0+0)	NCC/NSS/Yoga/ Health & Wellness/ Sports/ R&R (S&G) / Cultural/Others (2) (0+0+4)	25
IV	DSC A7(3), A8(3) DSC B7(3), B8(3)	Indian Constitution (3) (3+0+0)	L1-4(3), L2-4(3) (4 hrs. each)	OE-3 (3)	SEC-3: Financial Edu. & Inv.Aw /AI (2) (2+0+0)		25
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Discipline A and B provided they secure 4 credits in skill based vocational courses offer during first –or –second –year summer term.							
V	DSC A9(4), A10(4)A11(4);	DSC B9 (4) B10(4), B11(4)		SEC-4: Cyber Security(2) (2+0+0)/ General Aptitude (3)(2+0+2)			26/27
VI	DSC A12(4), A13(4) A14(4);	DSC B12(4),B13(4), B14(4)			Internship (2)		26
Students exiting the programme after 3 years will be awarded UG Degree in Disciplines A and B as double majors upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.							
B.A. (Honours with Research) in Discipline A				B.A. (Honours) in Discipline A			
VII	DSC A15(4) A16(4), DSC A17(4) Res. Methodology -(4)	DSE-E1(3), Vocational-1(3) Res. Proposal formulation (2)*	DSC A15(4) A16(4), DSC A17(4) Res. Methodology (4)	DSE-E1(3), Vocational-1(3)			22
VIII	DSC A18(4)	DSE-E2(3), Vocational -2 (3) Research Project (10+2*)	DSC A18(4), DSE –E2(3), E3(3), E4(3)	Vocational -2(3), 3(3); Internship/Apprenticeship (3)			22
Bachelor of Arts Degree Honours with or without research, B.A. (Honours with Research) or B.A. (Honours) in Discipline A upon securing 176 credits and satisfying the minimum credit requirements under each category of courses prescribed.							
Note: Only those students who secure 75% marks or CGPA if 7.5 and above in the first six semesters may choose to undertake research in the fourth year. Honours students not undertaking research have to do 3 to 4 Additional courses/Entrepreneurship courses and Internship/Apprenticeship for 12 credits.							

General Objectives of the Programme:

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

Programme Outcome:

Progressive Certificate, Diploma, and Bachelor Degree in Sociology

The programme in Sociology is to prepare the candidate to equip the employability skills and to acquire comprehensive knowledge on human life and social analysis leading expertise in Sociology. The curricula are prepared with programme specific outcomes:

- | | |
|--------|---|
| PSO 1 | Relevance of sociology in the present society. |
| PSO 2 | Strengthens in the core areas of Sociological thinking. |
| PSO 3 | Exposure to students on special and new streams in Sociology. |
| PSO 4 | Employability skills for efficient service in Govt departments, |
| PSO 5 | Skills to work with research groups, and Market research firms. |
| PSO 6 | Serve in Development agencies, |
| PSO 7 | Take up independent choice as entrepreneurs. |
| PSO 8 | Equipped with skills to face the social reality confidently. |
| PSO 9 | Field work research through Project Work |
| PSO 10 | Job orientation in Community work: as social and community worker. |
| PSO 11 | Skill for Survey Designer, Research, Data Analyst and Social Statistician. |
| PSO 12 | Prepared to work as Development and Health researcher and Social entrepreneur |

Sociology NEP2020 Scheme: 2021-22 Onwards

Course Scheme							
Course Code	Course	Hours/ Wk/Sem	Exam Hrs	Marks Final Exam	IA	Total Marks	Credit
Semester I							
BASSOCN101	Understanding Sociology	3/45	2	60	40	100	3
BASSOCN102	Changing Social Institutions in India	3/45	2	60	40	100	3
BASSOEN101	Indian Society: Continuity and Change	3/45	2	60	40	100	3
BASSOEN102	Sociology of EverydayLife	3/45	2	60	40	100	3
BASSOEN103	Sociology of Food Culture	3/45	2	60	40	100	3
Semester II							
BASSOCN201	Foundations of Sociological Theory	3/45	2	60	40	100	3
BASSOCN202	Sociology of Rural Life in India	3/45	2	60	40	100	3
BASSOEN201	Society through Gender Lens	3/45	2	60	40	100	3
BASSOEN202	Social Development in India	3/45	2	60	40	100	3
BASSOEN203	Sociology of Sanitation	3/45	2	60	40	100	3
Semester III							
BASSOCN301	Social Stratification and Mobility	3/45	2	60	40	100	3
BASSOCN302	Sociology of Urban Life in India	3/45	2	60	40	100	3
BASSOEN301	Sociology of Youth	3/45	2	60	40	100	3
BASSOEN302	Sociology of Tourism Management	3/45	2	60	40	100	3
BASSOEN303	Society in Coastal Karnataka	3/45	2	60	40	100	3
Semester IV							
BASSOCN401	Sociology of Marginalized Groups	3/45	2	60	40	100	3
BASSOCN402	Population and Society	3/45	2	60	40	100	3
BASSOEN301	Sociology of Youth	3/45	2	60	40	100	3
BASSOEN302	Sociology of Tourism Management	3/45	2	60	40	100	3
BASSOEN303	Society in Coastal Karnataka	3/45	2	60	40	100	3
Semester V							
BASSOCN501	Social Entrepreneurship	4/60	2	60	40	100	4
BASSOCN502	Tribal Society	4/60	2	60	40	100	4
BASSOCN503	Statistics in Social Research	4/60	2	60	40	100	4
Semester VI							
BASSOCN601	Sociological Perspectives	4/60	2	60	40	100	4
BASSOCN602	Sociology of Health	4/60	2	60	40	100	4
BASSOCN603	Society in Karnataka	4/60	2	60	40	100	4
BASSOSN601	Project Dissertation	2/30	1	30	20	50	2
BASSOSN602	Internship	2/30	1	30	20	50	2

Evaluation of the course consists of

1. Theory exam for 2 hours duration for 60 marks
2. Internal Formative Continuous Assessment for 40 marks
 - a. 20 marks for 2 written Internal Assessment Exams
 - b. 20 marks for 2 Activities

Pedagogy: Class Lecture, Group discussions, Role play, Micro Project, Field Visits

Internal Assessment:

The internal assessment marks for a course shall be based on two tests and two activities of 10 marks each (one test and one activity for two credit course). The test shall be of at least one hour duration. The total marks of the tests and activities shall be taken as the internal assessment marks. Any activities may be selected from the list of the activities given below or the concerned department may choose an activity that is appropriate to the course and the local relevance.

Item	Test 1	Test 2	Activity 1	Activity 2	Total
Score	10	10	10	10	40

List of Activities:

1. Assignment and presentation.
2. Seminar presentation on the assigned topic
3. Field study and report.
4. Interview and submit the report
5. Role play
6. Collage preparation
7. Visit to the local village
8. Visit to the welfare or correction institutions
9. Group discussion

For more details and activities refer 'Model Curriculum Content for Sociology'
(not attached to this document)

Question Paper Pattern

Time: 2 Hrs

Max. Marks - 60

(Title of the Course)

Note : Answer all Sections

I. Answer any FIVE questions in 2-3 sentences each (2x5=10)

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.

II. Answer any FOUR questions in 10-12 sentences each (5x4=20)

8. Q.
9. Q.
10. Q.
11. Q.
12. Q.
13. Q.

III. Answer any TWO in 20-25 sentences each (15x2=30)

14. Q.
15. Q.
16. Q.
17. Q.

Sd/-
Dr. Sheshappa Amin.

Sd/-
Dr A.N.Gayathri

Sd/-
Smt. Meena Kumari.

Sd/-
Smt. Shalini.

Sd/-
Dr. Vinay Rajath D.
(Chairman)

BASSOCN 101 Understanding Sociology

Course Objectives: this course will help the students

- 1 To understand the basic concepts in Sociology
- 2 To understand the process of socialization and its importance
- 3 Understand the linkage between the social changes in the economic and social systems and the emergence of discipline of Sociology.
- 4 Know the theoretical foundations of Sociology on which edifice of modern Sociological theories are built.
- 5 Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.
- 6 Understand the sociological thinking of the founders of Sociology.

Course Outcome:

- CO1. Understand the emergence and foundations of Sociology
- CO2. Understand the contributions of early sociologists.
- CO3. Impart critical thinking to interpret the social scenario.
- CO4. Understand the perspectives and forces in the rise of sociological theory.
- CO5. Understand the concepts of early sociologists
- CO6. Understand the nature and role of Sociology in a changing world
- CO7. Comprehend the uniqueness of sociological imagination in the study of society

Course Content:

Unit – I Foundation of Sociology

15 Hrs

- a. Definitions, and Scope of Sociology
- b. Emergence of sociology as a discipline – enlightenment, industrial revolution, French revolution, growth of other social sciences.
- c. Importance of the Study of Sociology

Unit–II Sociology as Science

15Hrs

- a. Foci of Sociology: Social Institutions, Social Inequality and Social Change
- b. Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist
- c. Social Construction of Reality; Sociological Eye (Randall Collins), Sociological Imagination (C Wright Mills)

Unit – III Culture and Socialization

15 Hrs

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

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BASSOCN 102 Changing Social Institutions in India

Course Objectives: This course will help the students

- 1 To understand the basic social institutions
- 2 To study the relevance of social institutions
- 3 To study the concept of social change and its dynamics
- 4 To understand the process of social change and its factors
- 5 To study the nature of inequalities in the society
- 6 The forms of social stratification in India and their dynamics
- 7 To understand the dynamics of social groupings and discrimination
- 8 To learn the ideologies behind social stratification and mobility

Course Outcome:

- CO1. Understand the nature of inequalities in the society
- CO2. Learn the dynamics of social groupings and discrimination
- CO3. Understand the ideologies behind social stratification and mobility.
- CO4. The modes of social improvement people use
- CO5. Assess the reservation policy and its implications.
- CO6. Learn the nature of social mobility
- CO7. Identify the new forms taken by institutions of family and marriage
- CO8. Undertake micro research work and communicate effectively

Course Content:

Unit – 1 Family and Marriage

15 Hrs

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

Unit – 2 Religion and Education

15 Hrs

- a. Religion: Religion in modern society and secularization; Challenges to religious freedom and state control.
- b. Education: types of education - formal and informal;
- c. Education and Employability; equal opportunity in education.

Unit – 3 Economic and Political Institutions

15 Hrs

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

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BASSOEN 101 Indian Society: Continuity and Change

Objectives:

The course seeks to

1. Go beyond the commonsense understanding of the prevailing social issues and problems
2. Focus on the structural linkages and interrelationships.
3. Sensitize to the emerging social issues of contemporary India.
4. Acquire sociological understanding of social issues and problems
5. Gain a better understanding of their own situation and region.
6. Analyze the nature and direction of change in Indian society
7. Examine the changing conditions of socially excluded groups through movement for social justice

Course Outcome:

- CO1. Understand social issues and problems of contemporary India.
- CO2. Change agents - governmental and non-governmental organizations.
- CO3. Structural linkages and interrelationships of social issues.
- CO4. Emerging social issues and problems of contemporary India,
- CO5. Sociological understanding of issues and problems
- CO6. Empower to deal with issues and problems
- CO7. Better understanding of their own situation and region.

Course Content:

- | | |
|--|---------------|
| Unit – 1 Social Change in India | 15 Hrs |
| a. Nature of Change in Indian Society | |
| b. Changing Social Institutions: Family, Caste, Polity and Economy | |
| c. Rural-Urban links: Infrastructure, Education, Health | |
| Unit – 2 Social Movements for Social Justice | 15 Hrs |
| a. Backward Classes and Dalit Movements | |
| b. New Social Movements: LGBTQ and Anti-corruption Movements | |
| c. Women empowerment movements | |
| Unit – 3 India in the Globalization Era | 15 Hrs |
| a. Impact on Food Habits, Language, Ideas and Life Styles | |
| b. Changing Social Values: Impact on Youth and their World View, | |
| c. Impact on Family Relationships and norms | |

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BASSOEN 102 Sociology of Everyday Life

Course Objectives:

This course will help the students

- 1 To understand the basic concepts in Sociology
- 2 To study the relationship between social institutions
- 3 To understand the process of social life and its importance
- 4 To understand the sociological thinking of the founders of Sociology.
- 5 To understand social practices and their significance
- 6 To learn the process of socialization
- 7 To analyze the social construction of the reality
- 8 Look at the familiar world from a new perspective

Course Outcome:

- CO1. Impart critical thinking to interpret the social scenario.
- CO2. Understand the forces in the rise of sociological theory.
- CO3. Understand the concepts of early sociologists
- CO4. Learn the social construction of reality
- CO5. Understand the process of socialization
- CO6. Appreciate culture and its elements

Course Content:

Unit – 1 Introduction	15 Hrs
<ol style="list-style-type: none">a. Everyday Life - Meaning; Sociology as a study of Social Interactionb. Social practices, customs and institutions; role of socializationc. Challenges and Problems of Everyday Life	
Unit – 2 Self and Society	15 Hrs
<ol style="list-style-type: none">a. Definition of Situation (W I Thomas)b. The development of Self: CH Cooley and GH Meadc. Role of Social Media in Constructing Self and Identity	
Unit – 3 Culture in Everyday Life	15 Hrs
<ol style="list-style-type: none">a. Culture: elements and Types of Cultureb. Social values and norms; conformity and deviancec. Acculturation and Cultural Diffusion	

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BASSOEN 103 Sociology of Food Culture

Objectives:

This course aims to provide:

1. Basic knowledge on food culture.
2. Understanding on determinants of food consumption
3. Understanding local food cultures and tastes.
4. Understanding on impact of industrialisation on food habits.
5. Assessment on food habits and health practices
6. Impact of technology on food consumption and habits

Course Outcome:

- CO1. Appreciate the complex relations between food, individual and society
- CO2. Understand the evolution of food production and consumption from household to industry
- CO3. Critically understand the relationship between food and risk society

Course Content:

Unit – 1 Introduction

15Hrs

- a. Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change
- b. Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Omnivore and Vegan
- c. Local Food Cultures and Taste for Exotic

Unit – 2 Food from Domestic to Industry

15 Hrs

- a. Industrialisation of Food Production and Distribution
- b. Hotels, Restaurants and Catering Sector
- c. Cooking as duty and Cooking for self-pleasure

Unit – 3 Food and Risk Society

15 Hrs

- a. Diet and Body: Social Appearance and Beauty
- b. Global Overview: Consumption: Patterns and Reasons; Overeating, Underrating and Hunger
- c. GM Foods, Organic Foods and Modern Food Practices as Risk Factor

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Semester II

BASSOCN 201 Foundations of Sociological Theory

Objectives:

After studying this course, the learners will be able to -

1. Understand the linkage between the social changes and the emergence of discipline of Sociology.
2. Know the theoretical foundations of Sociology on which edifice of modern Sociological theories are built.
3. Develop critical thinking, analytical ability to interpret the social scenario around.
4. Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.
5. Understand the sociological theories of early sociologists as Auguste Comte, Herbert Spencer, Karl Marx, Max Weber and Emile Durkheim.

Course Outcome:

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

Course Content:

Unit – 1 Auguste Comte and Herbert Spencer	15 Hrs
a. Intellectual Context.	
b. Positivism, Law of Three Stages, Classification of Sciences	
c. Theory of Social Evolution, Organic Analogy, Types of Society	
Unit – 2 Karl Marx and Georg Simmel	15 Hrs
a. Dialectical Materialism, Economic Determinism,	
b. Class Struggle, Alienation	
c. Formal Sociology, Theory of Sociation, Theory of Conflict	
Unit - 3 Emile Durkheim and Max Weber	15 Hrs
a. Social Facts, Division of Labour in Society, Suicide, Sociology of Religion.	
b. Social Action and types; Types of Authority.	
c. Ideal Types, Protestant Ethics and Spirit of Capitalism; Bureaucracy,	

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BASSOCN 202 Sociology of Rural Life in India

Objectives:

This course is designed

1. To provide sociological understanding of rural society in India
2. To acquaint students with basic concepts in rural studies
3. To analyze rural problems in India
4. To provide knowledge of rural governance.
5. To impart sociological skills to reconstruct rural institutions and rural development programmes.
6. To develop the understanding regarding the linkages between urban and rural reality
7. Understand the myths and realities of village India
8. Understand the changes in land tenure systems and consequences
9. To analyze various development programmes

Course Outcome:

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

Course Content:

Unit – 1 Rural and Agrarian Social Structure

15 Hrs

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

Unit - 2. Rural Society in India

15 Hrs

- a. Rural Caste and Class Structure
- b. Panchayati Raj System and Rural Politics
- c. Actors in Market - Trading Castes, Role of Intermediaries and Weekly Fairs

Unit – 3 Rural Development

15 Hrs

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

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BASSOEN 201 Society through Gender Lens

Objectives:

After completion of this course, the learners will be able:

1. To introduce the debate on the determination of gender roles.
2. To orient regarding theories of gender relation in Indian society.
3. To trace the evolution of gender as a category of social analysis.
4. To introduce the basic concepts of gender and gender inequality
5. To analyze the gendered nature of major social institutions
6. To understand the challenges to gender inequality

Course Outcome:

- CO1. Understand gender determination and gender roles.
- CO2. Analyze gendered nature of major social institutions
- CO3. Understand the challenges to gender inequality
- CO4. Theories of gender relation in Indian society.
- CO5. Gender as a category of social analysis.
- CO6. Basic concepts of gender and gender inequality
- CO7. Gendered nature of major social institutions
- CO8. Social construction of gender and gender roles
- CO9. Identify gender bias and discrimination in everyday social interaction

Course Content:

Unit – 1 Social Construction of Gender 15 Hrs

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

Unit – 2 Gender and Violence 15 Hrs

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

Unit-3 Addressing Gender Justice 15 Hrs

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

Reference:

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BASSOEN 202 Social Development in India

Objectives:

The course is designed to achieve the following objectives:

1. To provide conceptual and theoretical understanding of social development
2. To offer an insight into the ways in which social structure influences development
3. To address the Indian experience of social change and development
4. To prepare for professional careers in the field of development planning.
5. To provide an understanding of the alternate trends and paths of development
6. To understand the contemporary socio-economic framework of development in India

Course Outcome:

- CO1. Understand social change and development
- CO2. Indian experience of social change and development
- CO3. Professional careers in development planning.
- CO4. Theoretical understanding of social change and development
- CO5. Social structure and development relationship
- CO6. Alternative trends and paths of development
- CO7. Contemporary socio-economic framework of development in India

Course Content:

Unit – 1 Social Change and Development 15 Hrs

- a. Economic development to social development and Human Development.
- b. Importance of Social Development
- c. Indian thought on Social Development - M K Gandhi and Dr BR Ambedkar

Unit - 2. Components of Social Development 15 Hrs

- a. Political Freedom, Economic Facilities
- b. Social Opportunities, Transparency,
- c. Individual and group Security

Unit – 3 Challenges to Social Development 15 Hrs

- a. Sustainable and Inclusive Development, Environmental Sustainability.
- b. Responsible Private Corporations
- c. Redressing Regional Imbalance

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BASSOEN 203 Sociology of Sanitation

Course Objectives:

The content of the course will enable the students:

1. To sensitize students to sanitation related health related
2. To understand the issues related to public health
3. To understand the role of the public in sanitation
4. To make aware the health and sanitation conditions in India
5. To understand the social aspects of sanitation and social ordering
6. To understand the role of the State in healthcare in India
7. To make aware the environmental sanitation conditions in India
8. To sensitize the social responsibility of environmental sanitation.

Course Outcome:

- CO1. Sensitize to health related social issues.
- CO2. Understand public health and social medicine.
- CO3. Aware of health and sanitation conditions in India
- CO4. Role of the Governments in the healthcare
- CO5. Make aware the health and sanitation conditions in India
- CO6. Social aspects of sanitation and social ordering
- CO7. Understand sanitation movement in India
- CO8. Know about Sulabh Movement in India

UNIT - I Health and Sanitation

Hrs - 15

- a. Social Aspects of Health and Illness.
- b. Origin and Scope of Sociology of Sanitation
- c. Problem of Environmental Sanitation in India

UNIT - II Sanitation in India

Hrs - 15

- a. Sulabh Sanitation Movement
- b. Sanitation Policies and Programmes
- c. Sanitation in Karnataka, a Regional Analysis

UNIT - III Sanitation and Society

Hrs - 15

- a. Social Construction of Hygiene and Sanitation
- b. Scavenging Castes and Social Deprivation
- c. Sanitation and Dignity of Women

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ನಾರಾಯಣ ಎಂ. 'ನಗರಸಮಾಜಶಾಸ್ತ್ರ' ಚೇತನ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.

ರಾಜಶೇಖರ್ ಎಸ್ 'ನಗರಸಮಾಜಶಾಸ್ತ್ರ' ಮೈಸೂರು ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು

BASSOCN 301 Social Stratification and Mobility

Course Objectives:

After the completion of this course the student will understand

1. The nature of inequalities in the society
2. The forms of social stratification in India and their dynamics
3. The dynamics of social groupings and discrimination
4. The modes of social improvement people use in their life time
5. The theories behind the social stratification and mobility

Course Outcome:

- CO1. Understand the nature and role of social stratification
- CO2. Recognise different types of stratification and nature of social mobility
- CO3. Describe different types of social stratification and mobility
- CO4. Critically understand and analyse different theories of social stratification
- CO5. Nature of inequalities in the society
- CO6. Dynamics of social groupings and discrimination
- CO7. Theories behind the social stratification and mobility.
- CO8. The modes of social improvement people use
- CO9. Reservation policy and implications
- CO10. Welfare activities for the OBC

Course Content:

Unit –I Features and Forms of social stratification 15 Hrs

- a. Characteristics of stratification – Melvin M Tumin
- b. Forms of social stratification – caste, class and estate.
- c. Dimensions of Stratification – Income & Wealth, Power, Occupation and Schooling

Unit–II Perspectives on Stratification 15Hrs

- a. Functional Theory: Kingsley Davis, W E Moore and Melvin M Tumin
- b. Karl Marx’s Theory: Class and Social Change
- c. Weber’s Theory: Class, Status and Power

Unit – III Social Stratification and Social Mobility 15 Hrs

- a. Meaning and forms of social mobility: horizontal, vertical, intergenerational and intra-generational
- b. Rise of middle class - Role of Education and Profession
- c. Mobility in Caste in Contemporary India

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- ಭೈರಪ್ಪ. 'ಸಾಮಾಜಿಕ ಸ್ತರ ವಿನ್ಯಾಸ ಮತ್ತು ಸಂರಚನೆ' ಜೈಜಗತ್ ಶ್ರೀ ನಿಲಯ ಮಾಯಸಂದ್ರ ತುಮಕೂರು

BASSOCN 302 Sociology of Urban Life in India

Course Objectives: This course will help the students

1. To provide sociological understanding of rural and urban society in India
2. To acquaint students with basic concepts in rural and urban studies
3. To analyze rural and urban problems in India
4. To provide knowledge of rural and urban governance.
5. To impart sociological skills to reconstruct rural institutions and rural development programmes to plan, monitor and evaluate rural development programmes.
6. To develop the understanding of students regarding the linkages between urban and rural reality

Course Outcome:

- CO1. Define the basic concepts of Urban Sociology
- CO2. Identify and describe different types of city
- CO3. Analytically understand theoretical issues related to urban society
- CO4. Critically evaluate urban policies
- CO5. Analyze rural and urban problems in India
- CO6. Knowledge of rural and urban governance.
- CO7. Skills to reconstruct rural institutions and rural development.
- CO8. Sociological understanding of society in India
- CO9. Basic concepts in rural and urban studies
- CO10. Development programmes to plan, monitor and evaluate.
- CO11. Understanding of the linkages between urban and rural reality

Course Content:

Unit – 1 Introduction

15 Hrs

- a. Meaning of urban sociology and its importance; a brief history of Urban Sociology.
- b. Urban and Urbanism; Types of City: Metropolitan, Megacity and Global City
- a. Urbanization and its challenges: Rural-Urban Continuum, (Suburbs, Urban Fringe, Urban Sprawl, Edge Cities)

Unit – 2 Perspectives on Urban Society

15 Hrs

- a. Ecological Theory (Chicago School);
- b. World and Global Cities (Saskia Sassen)
- c. Spaces of Flows (Manuel Castells),

Unit – 3 Urban Policy

15 Hrs

- a. Inequalities - Caste, Class, Gated Communities and Social Exclusion
- b. Urban Governance: 74th Amendment; Urban Development and Planning
- c. Urban Policy: Urbanization and Environmental Concerns, Smart Cities

Reference

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BASSOEN 301 Sociology of Youth

Objectives:

The course seeks to

1. Understand age related issues in society
2. Focus on the cultures and subcultures in a social setting.
3. Sensitize to the youth response the social inequalities.
4. Acquire sociological understanding of issues and problems of younger generation
5. Understand media and technology impact on youth
6. Examine the social, political and economic factors for youth unrest

Course Outcome:

- CO1. Recognize and explain how sociologists conceptualise and study youth and youth hood
- CO2. Understand how youth evolve in the context of social, economic and cultural settings
- CO3. Understand concerns and problems of youth

Course Content:

Unit – 1 Age Groups and Social Structure 15 Hrs

- a. Age Differentiation, Age Groups. Age Sets; Generation gap; Cultural Lag (W F Ogburn); Structural Lag ((Riley)
- b. Youth Cultures, Subcultures, Counter Culture, Contra Culture
- c. Youth response to Caste and Class inequalities

Unit – 2 Youth and Society 15 Hrs

- a. Youth, Music and Leisure
- b. Globalization of Youth Culture and Marketing Youth Culture
- c. Youth, Media and Technology

Unit – 3 Youth and Social Concerns 15 Hrs

- a. Youth Protest and Violence: Social, Political and Economic
- b. Peer groups and Drug Culture,
- c. Youth, Nationalism and Globalization

Reference

Dannie Kjeldgaard, Søren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *Journal of Consumer Research*, Volume 33, Issue2, September 2006.

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ನಾರಾಯಣ ಎಂ. 'ಭಾರತದಲ್ಲಿ ಜನಸಂಖ್ಯಾ ಅಧ್ಯಯನ' ಅಖಿಲ ಏಜೆನ್ಸೀಸ್ ಮೈಸೂರು

ದೇಶಮಾನಿ ಸಮತಾ ಬಿ ಸಮಾಜಶಾಸ್ತ್ರ ಮತ್ತು ಮಾಧ್ಯಮ' ಚೇತನ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು.

BASSOEN 302 Sociology of Tourism and Management

Course Objectives:

This course aims to provide:

1. Basic knowledge on tourism.
2. Lessons on social aspects of tourism
3. Understanding tourism as a socio-economic force in social development.
4. Understanding cultural differences and respect for others culture.
5. Motivation to choose a career in tourism management

Course Outcome:

- CO1. Explain the relationship between tourism, culture and cultural heritage
- CO2. Explain social, cultural and economic impacts of tourism on local communities
- CO3. Understand the relationship between tourism and consumption
- CO4. Understand the principles of tourism management
- CO5. Acquaint with the places of tourism in India
- CO6. Understand the perspectives on tourism
- CO7. Learn about the tourism opportunities in India
- CO8. Know the tourism policies in India
- CO9. Learn sociological analysis and effects of tourism on India
- CO10. Usefulness of sociological study of Tourism.

Course Content:

Unit – 1 Sociology, Tourism and Tourists

15 Hrs

- a. Concepts of Sociology, Culture, Tourism, Tourists, TouristGaze;
- b. Relation between Tourism, Leisure and Recreation; Sociology of Tourism
- c. Types of Tourism: Eco-tourism, Health Tourism; Religious Tourism; Educational Tourism and SportsTourism

Unit – 2 Tourism System

15 Hrs

- a. Development and Structure of the Tourist System -Motivation and Role of Tourist
- b. Hosts and Guests: Mutual Impact of Tourism: Social, Economic, Climateand Environmental
- c. Sustainable Tourism: meaning and prospects

Unit – 3 Tourism Management

15 Hrs

- a. Demand for Tourism at Individual and Market level; Tourism Consumer Behaviour: Accommodation; Transportation; Role of Intermediaries
- b. Marketing for Tourism; Tourism as a Service Industry.
- c. Information Technology and Tourism: ICT as a Business Tool; e-Tourism

Reference

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BASSOEN 303 Society in Coastal Karnataka

Course Objectives:

After completion of the course student will be able to

1. Enhance sociological knowledge about the local and regional culture.
2. Acquaint students with the changing trends in coastal Karnataka with special reference to Development processes and caste dynamics
3. Learn about the unique cultures in Coastal Karnataka
4. Enhance sociological knowledge about the local and regional cultures.
5. Acquaint with the changing trends in society in Coastal Karnataka.
6. Analyse the dynamics of social factors as caste and religion
7. Develop an appreciation to the unique culture of coastal Karnataka

Course Outcome:

- CO1. Acquaint with the cultural items in Coastal Karnataka
- CO2. Understand and appreciate the culture of Coastal Karnataka
- CO3. Understand the unique practices and festivals in local culture
- CO4. Know the local economic life popular devotions and recreation
- CO5. Learn sociological analysis on the cultural richness
- CO6. Usefulness of sociological study in the contemporary society.

UNIT - I Introduction

Hrs – 15

- a. Historical Background and Demographic Profile in Coastal Karnataka
- b. Special Features – Tuluva, Beary and Konkan Culture, Cults and Festivals
- c. Linguistic Composition of Coastal Karnataka

UNIT - II Social Organization:

Hrs - 15

- a. Castes in Coastal Karnataka
- b. Religions in Coastal Karnataka
- c. Tribes in Coastal Karnataka

UNIT - III Development Scenario Coastal Karnataka

Hrs - 15

- a. Agriculture and Land Reform Impacts
- b. Growth of Industry and transport – road, water, rail and air
- c. Inter-community relations; Communal Tensions and Political Developments

Reference:

Adiga, Malini . 2006. *The Making of Southern Karnataka: Society, Polity and Culture in the early medieval period, AD 400–1030*, Orient Longman, Chennai.

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Semester IV

BASSOCN 401 Sociology of Marginalised Groups

Objectives:

This course helps the student

1. To focus on the segments of population lived on the margins of society.
2. Analyze the social situation of groups that have not received adequate attention.
3. To sensitize students to the significance of the sociological study on Dalits.
4. To study the tribal communities and nomadic castes and tribes.
5. To focus on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Course Outcome:

- CO1. Knowledge of marginalization and marginalized groups in India
- CO2. Understand the impact of powerlessness in social life
- CO3. Ability to participate and critically view efforts undertaken to address inequalities
- CO4. Focus on the neglected segments of the population.
- CO5. Sociological study of Dalits,
- CO6. Understand tribal communities and nomadic tribes.
- CO7. Focus communities in extreme poverty, deprivation and discrimination.
- CO8. Nature of social exclusion in India.
- CO9. Positive discrimination and reservation policy.

Course Content:

Unit – 1 Introduction

15 Hrs

- a. Marginalisation: Meaning and Nature; Types of Marginalisation: Social, Political, Economic; Marginalisation and Social Exclusion
- b. Causes of Marginalisation; Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly
- c. Socio-economic Indices of Marginalisation: Poverty, Relative Deprivation, Exploitation, Discrimination and Educational Backwardness.

Unit – 2 Marginalisation and Affirmative Action

15 Hrs

- a. Views of Dr B R Ambedkar and Affirmative Principle
- b. Constitutional Provisions - Scheduled Castes, Scheduled Tribes and Status of Women; Transgender
- c. Landless Agricultural Labourers, land ownership among scheduled castes and scheduled tribes

Unit – 3 Marginalised Groups and Social Change

15Hrs

- a. Social Mobility among Marginalised Groups: Education, Employment, Political Participation, Conversion and Migration
- b. Challenges of Privatisation and Response by Marginalised Groups
- c. Globalisation and Social Justice

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BASSOCN 402 Population and Society

Objectives:

This course is designed

1. To provide sociological understanding of population and society
2. To acquaint students with basic concepts in demographic studies
3. To analyze population problems in India
4. To provide knowledge of population trends.
5. To impart sociological skills to conduct population studies.
6. To develop the understanding regarding the linkages between population and development
7. Understand the theories on population
8. Understand the implications of population policy

Course Outcome:

- CO1. Define the basic concepts of population studies
- CO2. Understand the dynamics of population from sociological perspectives
- CO3. Understand problems around India's population
- CO4. Critically analyze population policies of India

Course Content:

Unit – 1 Introduction

15 Hrs

- a. Relationship between society and population;
- b. Global Population Trends: role of fertility, mortality and migration; Power of Doubling;
- c. Age and Sex composition in India and its impact. Demographic Dividend

Unit – 2 Sources of Demographic Data

15 Hrs

- a. Population Census: Uses and Limitations; Population Censuses in India
- b. Vital Registration System
- c. National Sample Survey; Sample Registration System; National Family Health Surveys(NFHS)

Unit – 3 Population Theories and Policy

15 Hrs

- a. Population Theories: Malthusian Theory, Optimum Theory and Demographic Transition Theory
- b. Population Policy of India; Programmes and their Evaluation
- c. Need of Population Policy: Millennium Development Goals and Sustainable Development Goals.

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ನಾರಾಯಣ ಎಂ. 'ಜನಸಂಖ್ಯಾಶಾಸ್ತ್ರ' ಲಕ್ಷ್ಮಿ ಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್ ಮೈಸೂರು.

ನಾರಾಯಣ ಎಂ. 'ಭಾರತದಲ್ಲಿ ಜನಸಂಖ್ಯಾ ಅಧ್ಯಯನ' ಅಖಿಲ ಏಜೆನ್ಸೀಸ್ ಮೈಸೂರು

BASSOCN 501 Social Entrepreneurship

Course Objectives: this course will help the students 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 for profit organization

Course Outcome:

- CO1. To provide knowledge about social entrepreneurship p
CO2. To help to develop social entrepreneurship imagination
CO3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organization

Course Content:

Unit – 1 Fundamentals of Social Entrepreneurship 15 Hrs

- a. Social entrepreneurship: Meaning, Features and Relevance;
- b. Social Business: Meaning; Relationship and Difference between Social Entrepreneurship and Social Business;
- c. Typology of Entrepreneurship Ventures; identifying social business opportunities.

Unit – 2 Establishment of Non-Profit Organisations 15 Hrs

- a. Concept, meaning, Objectives and establishment of Non-Profit organizations (NPOs/NGOs)
- b. Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs
- c. Social Values of NPOs: Mission and Vision; Memorandum of Association (MoA) and Bye-Laws

Unit – 3 Management and Financing 15 Hrs

- a. Human Resource Management: Staffing Plan, Social Security of Workers: provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme
- b. Project Management: Meaning; 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
- c. Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation

Unit - 4 Case Studies 15 Hrs

- a. Women Empowerment: Ela Bhatt, Sumita Ghose
- b. Sanitation: Bindeshwar Pathak
- c. Study the functioning of a local NPO/NGO; present the findings in a seminar and submit a report (For example areas of Sanitation, Rural Development, Women Empowerment)

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BASSOCN 502 Tribal Society

Course Objectives: this course will help the students

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

Course Outcome:

- CO1. To provide basic knowledge about social organization among tribal
- CO2. Critically understand the implications of changes occurring
- CO3. Undertake micro research work and communicate effectively

Course Content:

Unit – 1 Concepts and Categories 15 Hrs

- a. Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India. Geographical Distribution of Tribes in India
- b. Hadis, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations
- c. Tribal Organization: Social System, Legal System, Political System, Economic System, Religion and Magic

Unit – 2 Changes and Development Issues 15Hrs

- a. Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation
- b. Tribalisation, Detribalisation, Retribalisation
- c. Tribal Development and welfare: Approaches - Isolationist; Assimilationist and Integrationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law

Unit – 3 Studying Tribes 15 Hrs

- a. Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives
- b. Sources of Data: Primary and Secondary
- c. Participatory Method, Case Studies, Genealogies

Unit-4 Field Work 15 Hrs

- a. Take up field work in any nearby tribal settlement;
- b. Present the findings and
- c. Submit a report

References

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- Vidyarthi, L P and B K Rai 1985, *The Tribal Culture of India*, Concept Publishing Company, New Delhi

BASSOCN 503 Statistics in Social Research

Course Objectives: this course will help the students

- 1 Introduction to sociological research and methods
- 2 To familiarize the students with the process of research
- 3 General introduction to statistical techniques for analyzing social science data

Course Outcome:

- CO1. General introduction to statistical techniques for analyzing socialscience data
- CO2. To compute these basic statistics as appropriate for the data at hand
- CO3. Learn techniques for summarizing data, examining relationships among variables, generalizing from samples to populations, andtesting statistical hypotheses

Course Content:

Unit – 1 Social Research

15 Hrs

- a. Social Research, Types of social Research – qualitative quantitative; inductive deductive.
- b. Steps in social Research; Problems in social research
- c. Concept, Assumption, Formulation of Hypothesis; Research designs

Unit - 2 Methods of data collection in Social Research

15 Hrs

- a. Sources of primary data - Observation, Interview and Questionnaire
- b. Sources of secondary data: published, unpublished, other sources.
- c. Survey and Sampling; types of sampling

Unit 3: Social Statistics

15 Hrs

- a. Social Statistics meaning and its importance in social research;
- b. Types of social Statistics: Descriptive and Inferential; use of computers in social statistics
- c. Construction of Frequency Tables; Diagrammatic and Graphical Representation of Data: Pie Charts, Bar Charts, historigram, histograms, frequency polygon.

Unit - 4 Methods of Statistical Measures

15 Hrs

- a. Measures of Central Tendency: mean median and mode; Merits and Demerits
- b. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Standard Deviation,
- c. Correlation: Pearson’s Correlation, Rank order Correlation

References

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BASSOCN 601 Sociological Perspectives

Course Objectives: this course will help the students

- 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 Outcome:

- CO1. To introduce major Sociological theoretical approaches
- CO2. To introduce and use fundamental categories of theory
- CO3. Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas

Course Content:

Unit – 1 Basics of Theory

15Hrs

- a. Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro;
- b. The elements of sociological theory; Levels of theorisation
- c. Types and functions of sociological theory

Unit – 2 Structural Functionalism

15Hrs

- a. Origin of Structuralism and Functionalism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction
- b. Postulates of Functional Analysis
- c. Neo-functionalism

Unit – 3 Conflict Perspective

15Hrs

- a. Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony
- b. Process of Social Conflict and Social Change;
- c. Functions of Social Conflict

Unit-4 Symbolic Interactionism

15Hrs

- a. Origin of Symbolic Interaction Perspective; Social Construction of Reality, Self, Identity, Reflexivity, Negotiation
- b. Importance of Meaning; Definition of Situation
- c. Dramaturgy and Everyday Life

References

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BASSOCN 602 Sociology of Health

Course Objectives: this course will help the students

- 1 Understand the concept of health, illness and social conditions
- 2 Analyze 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 Outcome:

- CO1. Understand the concept of health, illness and social conditions
- CO2. Analyze the relationship between social factors and health status
- CO3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Course Content:

Unit – 1 Introduction

15Hrs

- a. Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine
- b. Emergence and Development of Sociology of Health in World and India
- c. Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship

Unit – 2 Determinants of Health

15Hrs

- a. Social Determinants: Class, Caste, Power, Gender, Social Cohesion
- b. Cultural Determinants: Beliefs, Nutrition, Environment
- c. Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood

Unit – 3 Models of Health

15Hrs

- a. Systems of Medicine; (Biomedicine and AYUSH) Biomedical Model and its Dominance
- b. Sick Role and Experiencing Illness
- c. Hospital as Social Organization

Unit-4 Health Care Reform

15 Hrs

- a. Medicalisation and Pharmaceuticalisation of Health
- b. Learning from the Field: Report on Health Services in your area
- c. Functioning of Health Organizations or Selected Health Programmes at State Level

References

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BASSOCN 603 Society in Karnataka

Course Objectives: this course will help the students

- 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 Outcome:

- CO1. Enhance Sociological knowledge about the Local and Regional context of Karnataka
- CO2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics
- CO3. Learn about the unique cultures in Karnataka

Course Content:

Unit – 1 Features of Karnataka

15 Hrs

- a. 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
- 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
- c. Economic Profile: Developments in Agriculture, Industry and Service Sectors

Unit - 2 Social Organisation

15Hrs

- a. Religions, Languages, Castes, Tribes and Classes as per latest Census/Sample Surveys
- b. Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues
- c. HDI and Regional Disparities

Unit – 3 Social Movements of Karnataka

15Hrs

- a. Unification of Karnataka, Save Kannada and Gokak Movements
- b. Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry
- c. Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements

Unit-4 Studies on Karnataka Society

15 Hrs

- a. Contributions of M N Srinivas, S. Parvathamma, Hiremallur Ishwaran
- b. Fieldwork on Changing Social Institutions in Karnataka
- c. Presentation and report submission

References

- Government of Karnataka. 2006. *Karnataka Human Development Report 2005*, Planning and Statistics Department, Bangalore.
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BASSOSN 601 Project Dissertation

Objectives:

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 of research and theory.
5. Develop logical thinking and critical analysis.

Course Outcome:

- CO1. Ability to conceptualize, formulate and conduct research projects.
- CO2. Assess the research studies and findings.
- CO3. Skills for library work and documentation.
- CO4. Logical thinking and critical analysis.
- CO5. Favorable attitudes for the integration of research and theory.
- CO6. Field-work skills and experience.
- CO7. Writing skills, reference skills
- CO8. Techniques of data collections
- CO9. Methodologies in social analysis

Guideline for Research Project:

1. Student shall select the research topic in consultation with the faculty member assigned as in-charge or guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.
2. The topic of such research project shall be relevant to sociology course on the whole.
3. The topic of such research project shall be finalized only after the Department/College approves the same.
4. The tools of data collection should be finalized and data collection shall be completed by the mid of the VI semester.
5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the IV semester in a prescribed format.
6. Each student shall be compulsorily supervised in the Research Project by a faculty member, preferably who has PhD research degree in sociology and is a full-time teaching faculty in the department/college. The supervisor will guide the student in methodology and the course of the study.
7. The allotment of the students to a faculty for supervision shall be done by the Department Council.
8. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.

9. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Such presentations (colloquium) shall be related to the research methodology and tools of research being developed by the student.
10. The student's performance in such Presentations is considered in assigning the Internal Assessment marks allocated for Research Project.
11. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.
12. Not less than 2 class hours per week in VI semester shall be spent by the student for such Research Project.
13. A total of 2 Credits shall be allocated to the Research Project Course.
14. The project course will be evaluated on the basis of the dissertation and the continuous internal assessment. (Dissertation 30 + continuous Internal Assessment 10 + colloquium 10 = Total 50).
15. The endorsement certificate from the Institution/ Industry/ agency should be enclosed with the report if the project fieldwork is done in such institution.
16. Plagiarism should be avoided and the Department/college should check the project report for plagiarism.
17. On time submission of the dissertation is mandatory.

Research Project Report shall consist of the following sections.

Section A	:	Preliminaries
Section B	:	Body of the Report
Section C	:	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 contents with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the research report content.
6. Certification from the guide/supervisor.
7. Certification from the agency if the study has been carried out in a particular institution.

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

1. Introduction
2. Objectives
3. Review of literature.
4. Methodology
5. Data presentation and analysis
6. Major Findings and conclusions
7. 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.
4. Photographs, figures, maps, etc.

Technical specifications 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.
3. Referencing in ASA/APA style, with author-date 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 Publishers.

Reference

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BASSOSN 602 Internship

Model Internship Guidelines

Introduction

The rise in global competition has prompted organizations to devise strategies to have a talented and innovative workforce to gain a competitive edge. Developing an internship is an impactful strategy for creating a future talent pool for the employment market. The Internship programme not only helps fresh pass-outs in gaining professional know-how but also benefits and even discovering future business leaders.

The Model Internship Guidelines are developed keeping this in view, for organizing Internship at degree. These guidelines comprise of Steps for Establishing, Maintaining & Fostering Internships. The internship experience will extend outcome based learning process and inculcate various attributes in a student in line with the graduate attributes defined.

The National Education Policy (NEP) 2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are two inherently important aspects to ensure quality education by the Higher Education Institutions (HEIs). Societal needs of our country can only be addressed by having a strong knowledge, skill, value and research oriented vibrant higher education ecosystem for sustainable development. An institutionalization of Internship at Undergraduate Levels is expected to play a pivotal role in catalysing inter disciplinary/multi-disciplinary/trans-disciplinary and translational research culture.

Objectives

Internships provide opportunities for enhancing research capabilities and career development. Internships are educational and career development opportunities, providing practical experience in a field or discipline. These are structured and supervised short-term task-oriented placements or projects for defined duration. Internship should be arranged to benefit both the intern and the internship providing organization. Following are the intended objectives of engaging under-graduate students in research internship program:

1. To provide an opportunity to the under-graduate students to carry out learning in a real work environment with faculty guidance over a specific period.
2. To create conditions conducive for students to exercise a quest for knowledge and its discovery and applicability for solving complex/ real-life problems.
3. To provide the opportunities to the UG students to learn, understand and sharpen the expertise, as well as the communication/ technical/managerial skills required.
4. To give students an exposure to the societal challenges through rural /social internships and getting them trained for social innovations.
5. To expose students to the social environment, which cannot be simulated in the classroom and hence creating competent professionals for the society.
6. Experience gained from the 'Internship' will be used in classroom discussions.
7. To expose students to the professional responsibilities and ethics.
8. To promote academic, professional and/or personal development. Expose the students to future employers.

9. To understand the social, economic and administrative considerations that influence the working environment and to understand the psychology of the workers and their habits, attitudes and approach to problem solving.
10. To familiarize students with research methods, analytical tools and techniques along with their appropriate usage.
11. To train students in writing scientific reports, presentations, and/or manuscripts for publication.
12. To promote academic, professional developments.

Internship Outcomes

- CO1. Availability of ready to contribute candidates for employment.
- CO2. Students bring new perspectives to problem solving.
- CO3. Availability of quality candidates for temporary or seasonal positions and projects.
- CO4. Availability of flexible, cost-effective work force.
- CO5. Practical experience in an organizational setting.
- CO6. Excellent opportunity to see how the theoretical aspects learned in classes are integrated into the practical world.
- CO7. Opportunity to learn new skills and supplement knowledge. Opportunity to practice communication and teamwork skills.
- CO8. Opportunity to meet new people and learn networking skills.
- CO9. Creating network and social circle and developing relationships with industry people.

The general procedure for arranging internship:

- Step 1: Each student is brought under the supervision of one faculty member who will monitor the internship.
- Step 2: Student will identify the location of the internship and seek permission from the internship provider, through the proper channel, Request Letter/ Email from the office of Training & Placement cell of the college/ the Principal. Students request letter/profile/ interest areas may be submitted to the industry/internship provider for their willingness for providing the training.
- Step 3: Industry/Provider will confirm the training slots allocated for internships via Confirmation Letter/ Email.
- Step 4: Students on joining Training at the concerned Industry / Organization, submit the Joining Report/ Letters / Email.
- Step 5: Students undergo industrial training at the concerned Industry / Organization.
- Step 6: Students will submit training report after completion of internship.
- Step 7: Training Certificate to be obtained from industry.
- Step 8: Submission of the internship report/dissertation and presentation.

Internship Report

After completion of Internship, the student should prepare a comprehensive report to indicate what he has observed and learnt in the training period. The student will consult Internship Supervisor/ Faculty Mentor for assigning/selecting special topics and issues and should prepare the final report on the assigned topics. Daily diary will also help to a great extent in writing the internship report. The training report should be signed by the Internship Supervisor and Faculty Mentor. The Internship report will be evaluated on the basis of following criteria:

- a. Originality.
- b. Adequacy and purposeful write-up.
- c. Organization, format, sketches, style, language, referencing, etc.
- d. Variety and relevance of learning experience.
- e. Practical applications, relationships with basic theory and concepts taught in the course.

Internship for Graduate Programme (As Per UGC & AICTE)

Course title	Internship Discipline specific
No of contact hours	90
No credits	2
Method of evaluation	Presentations/Report submission/Activity etc.,

Instructions:

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. The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.
5. The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.

Reference

Buford, M. V., Sharp, M. J., & Stebleton, M. (2023). *Mapping the future of Undergraduate Career Education: Equitable Career Learning, development, and preparation for a new world of work*. Routledge, Taylor & Francis Group.

Thompson, D., & Sauvé, A. (2014). *Engaging youth in community futures: The Rural Youth Research Internship Project*. University of Saskatchewan, Centre for the Study of Co-operatives.

Wallace-Crabbe, M. (1993). *Guidelines for Internships*. Art Museums Association of Australia.