RANI CHANNAMMA UNIVERSITY, BELAGAVI

Vidyasangama, N.H. 04, Belagavi- 591156. Karnataka

NAAC Accredited with B⁺ Grade - 2021

DEPARTMENT OF SOCIOLOGY

SYLLABUS

For

Undergraduate Programme in

Sociology 5th and 6th Semester

2023-24

Content

for

Undergraduate Programme in Sociology

Board of Studies (UG) in Sociology, RCU, Belagavi

S. No.	Name of the Faculty	Designation
1	**DR. SUMANTH S. HIREMATH** Associate Professor and Chairman Dept. of Sociology Rani Channamma University, Belagavi	**Chairman**
2	**DR. RUQQIA HASHMI** Assistant Professor of Sociology Anjuman Arts Science and Commerce College Vijayapur	**Member**
3	**DR. SHANTA Y. BANGARI** Assistant Professor of Sociology Government First Grade College Ainapur- 591303. Dist.: Belagavi	**Member**

CHAIRMAN
BoS (UG) Sociology
Rani Channamma University
Belagavi

Listing of Courses in
SOCIOLOGY for V & VI SEMESTERS:
TWO (2) MAJOR SUBJECTS
(Model A3-1)

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Instructional Hours Per Week	
					Theory	Practical
V	DSC	SOC C9	SOCIAL ENTREPRENEURSHIP	4	4	-
		SOC C10	SOCIETY AND TRIBES	4	4	-
		SOC C11	STATISTICS FOR SOCIOLOGICAL RESEARCH	4	4	-

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Theory	Practical
V	SEC	SOC C12	SOCIAL SKILLS AND CAREER DEVELOPMENT	3	2	-

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Theory	Practical
VI	DSC	SOC C13	SOCIOLOGICAL PERSPECTIVES	4	4	-
		SOC C14	SOCIOLOGY OF HEALTH	4	4	-
		SOC C15	SOCIETY IN KARNATAKA	4	4	-

Semester	Course Category	Course Code	COURSE TITLE	Credits Assigned	Theory	Practical
VI		SOC C16	INTERNSHIP/ DISSERTATION	2	2	-

Curriculum Structure for the Undergraduate Degree Program BA

Total Credits for the Program: 24/26   **Starting year of implementation: 2023**

Name of the Degree Program: B.A.   **Discipline/Subject: Sociology**

Title of the Course: (B.A. - 5ᵗʰ and 6ᵗʰ Semesters)

Course: DSC SOC C9 – SOCIAL ENTREPRENEURSHIP		Course: DSC SOC C10- SOCIETY AND TRIBES	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	4	60

Course: DSC SOC C11 – STATISTICS IN SOCIOLOGICAL RESEARCH		Course: SEC SOC C12 – SOCIAL SKILLS AND CAREER DEVELOPMENT	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	3	45

Course: DSC SOC C13 – SOCIOLOGICAL PERSPECTIVES		Course: DSC SOC C14 – SOCIOLOGY OF HEALTH	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	4	60

Course: DSC SOC C15 – SOCIETY IN KARNATAKA		Course: SOC C16 – INTERNSHIP/ DISSERTATION	
Number of Theory Credits	**Number of Lecture Hours/Semester**	**Number of Theory Credits**	**Number of Lecture Hours/Semester**
4	60	2	50

PROGRAMME ARTICULATION MATRIX:

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

OBJECTIVES OF COURSES:

Semester	Course Code	Title / Name of the Course	Programme Outcomes that the Course Addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy #	Assessment ##
5	DSC – SOC C9	SOCIAL ENTREPRENEURSHIP	1. Understand the scope and need for social entrepreneurship 2. Plan and implement socially innovative ideas 3. Equip themselves to establish social enterprise or non-profit organisation	B A 2nd Year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
5	DSC – SOC C10	TRIBAL SOCIETY	1. Understand and appreciate the social organisation among the tribal community 2. Assess the impact of social changes on tribal social life 3. Communicate their micro research work effectively to the society	B A 2nd Year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

5	DSC – SOC C11	**STATISTICS IN SOCIOLOGICAL RESEARCH**	1. Use appropriate research method 2. Use appropriate statistical techniques 3. Summarise data, examine relationships among variables	B A 2nd Year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess problem solving capability
5	SEC – SOC C12	**SOCIAL SKILLS AND CAREER DEVELOPMENT**	1. Develop interpersonal skills for career readiness 2. To inculcate social etiquettes 3. To up skill and create career pathways	B A 2nd Year Courses	Experiential learning (activity-based learning)	Oral/ written presentations to assess analysing capability, creativity and interpersonal skills
6	DSC – SOC C13	**SOCIOLOGICAL PERSPECTIVES**	1. Appreciate the significance of major Sociological theories 2. Able to use fundamental theoretical categories 3. Understand the nuance of sociological perspectives and concepts	B A 2nd Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

6	DSC - SOC C14	**Sociology of Health**	1. Appreciate the significant relationship between society and health 2. Distinguish between health, well-being, illness and disease 3. Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health	B A 2nd Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	DSC - SOC C15	**SOCIETY IN KARNATAKA**	1. Acquaint and appreciate the cultural items of Karnataka 2. Critique the social changes occurring in Karnataka 3. Usefulness of sociological study in the contemporary society	B A 2nd Year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	SOC C16	**INTERNSHIP/ DISSERTATION**	-	B A 2nd Year Courses	Experiential learning or field based project activity	Dissertation / Presentation

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

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

B.A. Semester V

Course Title:	SOCIAL ENTREPRENEURSHIP
Total Contact Hours: 60	Course Credits: 04
Formative Assessment Marks: 40	Duration of ESA/Exam: 03 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives:

- To induce the concept of social entrepreneurship
- To motivate and guide towards start-up and business plans
- To help in innovation and incubation towards the start-up ecosystem

Course Outcomes (COs) for DSC 9:

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

- Understand the scope and need for social entrepreneurship
- Plan and implement socially innovative ideas
- Equip themselves to establish social enterprise or non-profit organisation

Articulation Matrix for Course 9:

Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the scope and need for social entrepreneurship	X		X	X				X	X
Plan and implement socially innovative ideas			X	X	X	X			X
Equipped to start their own social enterprise or non for profit organisation							X	X	X

DSC SOC C9 - Content of Course: SOCIAL ENTREPRENEURSHIP	60 Hours
UNIT – I **FUNDAMENTALS OF SOCIAL ENTREPRENEURSHIP**	15
Chapter 1 Social Entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relationship between Social Entrepreneurship and Social Change **Chapter 2** Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Profit & Non-Profit Models of Social Entrepreneurship **Chapter 3** Identifying social business opportunities	
UNIT – II **ESTABLISHMENT OF NON-PROFIT ORGANISATIONS**	15
Chapter 4 Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit Organisations (NPOs) **Chapter 5** Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs **Chapter 6** Social Values of NPOs: Mission and Vision; MoA and Bye-Laws	
UNIT - III **MANAGEMENT AND FINANCING**	15
Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme **Chapter 8** Project Management: Definition of Concept: Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal **Chapter 9** Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation	

UNIT - IV CASE STUDIES	15
Chapter 10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B.R. Hills, etc. **Chapters 11 & 12** Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment, etc.)	

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://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.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

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-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf

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 entrepreneurship 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 and 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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Fieldwork as per Chapter 11 and 12 of Unit 4	30
Written Test	10
Total	**40**

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

B.A. Semester V

Course Title:	SOCIETY AND TRIBES
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives
- To provide basic knowledge about social organisation among tribal people, with specific focus on Karnataka
- To critically understand the implications of transformation of tribal community
- To undertake micro research work on tribal community for effective showcase of practicality

Course Outcomes (COs) for DSC 10:
At the end of the course the student should be able to:
- Understand and appreciate the social organisation among the tribal community
- Assess the impact of social changes on tribal social life
- Communicate their micro research work effectively to the society

Articulation Matrix for Course 10: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

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

DSC SOC C10 - Content of Course: SOCIETY AND TRIBES	60 Hours
UNIT – I CONCEPTS AND CATEGORIES	**15**
Chapter 1: Tribes and Indigenous People; Genealogies, Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India **Chapter 2:** Hadis (Yarava, Jenukuruba, Kadukurubas): Meaning, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations **Chapter 3:** Social System, Legal System, Political System, Economic System, Religion and Magic	
UNIT – II CHANGES AND DEVELOPMENT ISSUES	**15**
Chapter 4: Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation **Chapter 5:** Tribalisation, Detribalisation, Retribalisation **Chapter 6:** Tribal Development and Welfare: Approaches- Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law	
UNIT – III STUDYING TRIBES	**15**
Chapter 7: Tradition of Fieldwork: History and Significance; Ethics of Fieldwork **Chapter 8:** Indian Tribes- Participatory Method, Case Studies, Sample Surveys **Chapter 9:** Studying Tribes: Primary and Secondary Data; Etic & Emic Perspectives	
UNIT – IV FIELD WORK	**15**
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report	

REFERENCE BOOKS

- Ahuja, Ram. (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
- Von Fürer-Haimendorf, Christoph. (1982). Tribes of India: The struggle for survival. Berkeley: University of California Press, c1982 1982. http://ark.cdlib.org/ark:/13030/ft8r29p2r8/
- 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 Pvt. 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. (1952). Social, 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 Rangachari, K. 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	
Assessment Occasion/ type	**Weightage in Marks**
Fieldwork as per Unit 4	30
Written Test	10
Total	40

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

B.A. Semester V

Course Title: STATISTICS IN SOCIOLOGICAL RESEARCH	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives:

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

Course Outcomes (COs) for DSC 11:

At the end of the course the student should be able to:
- Use appropriate research method
- Use appropriate statistical techniques
- 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

DSC SOC C11 - Content of Course: STATISTICS IN SOCIOLOGICAL RESEARCH	60 Hours
UNIT – I **SOCIOLOGICAL RESEARCH**	15

Chapter 1

Meaning of Science, Social Science, Research

Steps for Conducting Research: Choosing Research Topic

Chapter 2

Literature Review; Research Design; Reference and Bibliography

Chapter 3

Meaning of - Concept, Assumption, Hypothesis

Formulating a Hypothesis; Independent Variable, Dependent Variable

UNIT – II **METHODS OF SOCIOLOGICAL RESEARCH**	15

Chapter 4

Qualitative and Quantitative Methods: Meaning, Differences

Survey Methods: Sampling

Chapter 5 & 6

Sources of Data (Primary, Secondary)

Questionnaire, Interview, Participant Observation, Non-participant Observation

UNIT – III **SOCIAL STATISTICS**	15

Chapter 7

Social Statistics- Meaning, Need of Studying Social Statistics

Types of Statistics: Descriptive Statistics, Inferential Statistics

Chapter 8

Definition of- Population, Sample, Count, Fractions, Constant Variable

Classification and Tabulation of Data

Chapter 9

Meaning of Frequency Distribution; Construction of Frequency Tables;

Diagrammatic and Graphical Representation of Grouped Data: Advantages;

Bar Charts, Histogram, Frequency Polygon and Frequency Curve;

Pie Charts

UNIT – IV	STATISTICAL MEASUREMENT AND USE OF COMPUTERS	15
Chapter 10 Measures of Central Tendency: Merits, Demerits Arithmetic Mean, Median and Mode **Chapter 11** Microsoft (MS) Office *(Word, Excel, Power Point)* **Chapter 12** Use of Computer in Social Science Research, e-library		

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, 4th Ed. The Free Press, New York
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- 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/ Type	**Weightage in Marks**
Activities	30
Written Test	10
Total	40

B.A. Semester V: SEC

Course Title: SOCIAL SKILLS AND CAREER DEVELOPMENT	
Total Contact Hours: 30	**Course Credits: 03**
Formative Assessment Marks: 20	**Duration of ESA/Exam: 1 Hour**
Model Syllabus Authors:	**Summative Assessment Marks: 30**

Course Objectives:
- To enhance self-awareness and foster personal growth for optimal career readiness
- To equip students with essential social skills and competencies required for successful career
- To develop interpersonal skills for effective interface at workplace

Course Outcome (COs) for SEC:
At the end of the course the students should be able to:
- Develop interpersonal skills for career readiness
- To inculcate social etiquettes
- To up-skill and create career pathways

Articulation Matrix for Course12:
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
Develop interpersonal skills for career readiness	X	X			X				X
To inculcate social etiquettes	X				X	X	X		X
To up skill and create career pathways			X	X	X				X

SEC SOC 12 – Content of Course: SOCIAL SKILLS AND CAREER DEVELOPMENT	30 Hours
UNIT - I **FOUNDATION OF SOCIAL SKILLS**	**12**
Chapter 1: Social Skills: Concept, Features, Importance, Types; Emotional Intelligence and Critical Thinking; Goal Setting and Personal analysis **Chapter 2**: Behavioural and Interpersonal Skills; Common Etiquettes; Listening, Reading and Writing Skills **Chapter 3**: Self-Introduction; Interview Skill; Presentation Skills; Group Discussion; Public Speaking; Letter and Resume Writing	Theory and Practical
UNIT - II **DEVELOPMENT OF CAREER SKILLS**	**12**
Chapter 4: Human Values and Work Ethics as Integral Soft Skills; Exploring the Role of Soft Skills in Career Success **Chapter 5**: Professional Skills; De-stressing Skills; Time Management; Leadership Skills **Chapter 6**: Essential Digital Skills; Effective use of Social Media (Internet Social Skills)	Theory and Practical
UNIT - III **FIELD WORK**	**06**
Students have to go the field and invasively involve themselves as mentioned in the Chapters 1 to 6. This will be considered for awarding 40% marks of Continuous Assessment. Teachers can choose or modify as per local needs: **Chapter 7 & 8**: Presentation and Activities (Mock Interview, Public Speaking, etc.)	

REFERENCES:
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- Bailey, Stephen. (2011). Academic Writing: A practical guide for students. New York: Rutledge.
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- Nelson-Jones, R. (1992). Life skills, a handbook, Trowbridge, Wilts: Detesios Ltd.
- Panja, Sharmistha et al. (2006). Business English. Pearson.
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- Prakash, P. (2004). Verbal and Non-Verbal Reasoning. Macmillan India Ltd., Second Edition, New Delhi.
- Sen, Madhucchanda (2010). An Introduction to Critical Thinking, Pearson, Delhi.
- Shapiro, Lawrence E. (2004). 101 ways to teach children social skills. United States of America.
- Silvia P. J. (2007). How to Read a Lot. American Psychological Association, Washington DC.
- Soto-Icaza P, Aboitiz F, Billeke P. (2015). Development of social skills in children: Neural and behavioral evidence for the elaboration of cognitive models. Front Neurosci. 2015 Sep 29; 9:333. doi: 10.3389/fnins.2015.00333. PMID: 26483621; PMCID: PMC4586412. https://pubmed.ncbi.nlm.nih.gov/26483621/
- Tuhovsky, Ian (2019). Communication Skills Training (2nd edition) Rupa Publication India.
- University Grants Commission. (2019). Curriculum for life skills (Jeevan Kaushal). Secretary, UGC, New Delhi. https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf

INTERNET SOURCES:
- Professional Development Training for the Modern Workplace. https://virtualspeech.com
- Employability Skill. https://www.studocu.com/in/document/anna-university/be/2-bcom-e-skill-material/9690042

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. Forbes. https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essentialqualities-that-define-great-leadership/#452ecc963b63
- How to Build Your Creative Confidence, Ted Talk by David Kelly. https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam. "A Leader Should Know How to Manage Failure". A business journal from the Wharton School of the University of Pennsylvania. https://knowledge.wharton.upenn.edu/article/former-president-apj-abdul-kalam-a-leader-should-know-how-to-manage-failure/

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Internal Assessment Marks *(One Internal Exam)*	10
Presentation/ Activities	10
Theory Exam	30
TOTAL	50
Duration of Theory Paper	**01 Hour**

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

B.A. Semester VI

Course Title:	SOCIOLOGICAL PERSPECTIVES
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Objectives:

- To introduce major Sociological theoretical approaches

- To introduce and apply fundamental categories of theory

- Compare and analyse the perspectives of different sociological theorists

Course Outcomes (COs) for DSC 13:

At the end of the course the student should be able to:
- Appreciate the significance of major Sociological theories

- Able to use fundamental theoretical categories

- Understand the nuance of sociological perspectives and concepts

Articulation Matrix for Course 13: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the significance of major Sociological theories	X	X		X					
Able to use fundamental theoretical categories	X	X		X	X	X			X
Understand the different nuances of concepts and terms	X	X							

DSC SOC C13 - Content of Course: SOCIOLOGICAL PERSPECTIVES	60 Hours
UNIT – I **BASICS OF THEORY**	**15**
Chapter 1 Meaning of Theory and Social Theory, Features Types of Theory: Macro, Meso, Micro **Chapter 2** Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking **Chapter 3** Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation	
UNIT - II **STRUCTURAL FUNCTIONAL PERSPECTIVE**	**15**
Chapter 4 Functionalism: Origin and Meaning of Functionalism **Chapter 5** Social System: Functions and Dysfunctions **Chapter 6** Structuralism: Origin and Meaning, Features of Social Structure, Integration, Social Equilibrium, Social Order	
UNIT - III **CONFLICT PERSPECTIVE**	**15**
Chapter 7 Conflict Perspective: Origin, Meaning of Conflict, Social Inequality **Chapter 8** Power & Authority Dominance & Hegemony, Class Struggle **Chapter 9** Process of Social Conflict, Functions of Social Conflict	

UNIT - IV	SYMBOLIC INTERACTION PERSPECTIVE	15
Chapter 10 Symbolic Interaction: Origin, Meaning, Social Construction of Reality, Interpretation, Reflexivity, Negotiation **Chapter 11** Situation : Meaning, Definition and Importance **Chapter 12** Dramaturgy and Everyday Life		

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 Defence of Sociology, Cambridge: Polity Press.
- Giddens, Anthony and J.H. Turner (1987).Social Theory Today, Cambridge: Polity Press.
- Jeffrey, Alexander C. (1985). Neo-functionalism, 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 Encyclopaedia 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.

Internet Sources:

- Press Books. Micro, Meso, and Macro Approaches.
  https://pressbooks.pub/scientificinquiryinsocialwork/chapter/6-1-micro-meso-and-macro-approaches/#:~:text=As%20you%27ll%20recall%2C%20micro,research%20studies%20institutions%20and%20policies.
- Micro, Meso, and Macro Approaches. https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/s05-01-micro-meso-and-macro-approache.html

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Activities	30
Written Test	10
Total	40

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

B.A. Semester VI

Course Title:	SOCIOLOGY OF HEALTH	
Total Contact Hours: 60	**Course Credits: 4**	
Formative Assessment Marks: 40	**Duration of ESA/Exam: 3 hours**	
Model Syllabus Authors:	**Summative Assessment Marks: 60**	

Course Objectives:

- To understand the concept of health, illness and social conditions
- To analyse the relationship between social factors and health status
- To understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Course Outcomes (COs) for DSC 14:

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

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

Articulation Matrix for Course 14:
Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the significant relationship between society and health	X	X		X					X
Distinguish between health, well-being, illness and disease	X	X						X	X
Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health	X			X				X	X

DSC SOC C14 - Content of Course SOCIOLOGY OF HEALTH	60 Hours
UNIT – I **INTRODUCTION**	**15**
Chapter 1 Sociology of Health: Emergence Development of Sociology of Health in World and India **Chapter 2** Sociology of Health: Meaning, Nature, Scope and Need, Sociology in Medicine and Sociology of Medicine **Chapter 3** Actors: Doctors, Nurses; Paramedical Staff-Patients and their relationship	
UNIT – II **DETERMINANTS OF HEALTH**	**15**
Chapter 4 Social Determinants: Class, Caste, Power, Gender, Social Cohesion **Chapter 5** Cultural Determinants: Beliefs, Nutrition, Environment **Chapter 6** Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood	
UNIT – III **MODELS OF HEALTH**	**15**
Chapter 7 The Professionalization and Socialization of the Physician Sick Role and Experiencing Illness **Chapter 8** Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model **Chapter 9** Functions of Hospital Hospital as Social Organisation	

UNIT – IV	HEALTH CARE REFORMS	15
Chapter 10 National Health Policy Medicalisation and Pharamceuticalisation of Health **Chapters 11 & 12** Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level		

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, Rama V. (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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Fieldwork as per Chapter 11 and 12 of Unit IV	30
Written Test	10
Total	**40**

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

B.A. Semester VI

Course Title:	SOCIETY IN KARNATAKA	
Total Contact Hours: 60	**Course Credits: 4**	
Formative Assessment Marks: 40	**Duration of ESA/Exam: 3 hours**	
Model Syllabus Authors:	**Summative Assessment Marks: 60**	

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

Course Outcomes (COs) for DSC 15:

At the end of the course the student should be able to:
- Acquaint and appreciate the cultural items of Karnataka
- Critique the social changes occurring in Karnataka
- Usefulness of sociological study in the contemporary society

Articulation Matrix for Course 15:
Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Acquaint and appreciate the cultural items of Karnataka	X								
Critique the social changes occurring in Karnataka	X		X	X					X
Usefulness of sociological study in the contemporary society	X							X	X

DSC SOC C15 - Content of Course: SOCIETY IN KARNATAKA	60 Hours
UNIT – I FEATURES OF KARNATAKA	**15**
Chapter 1: Overview of Karnataka's History: Antiquity of Land and Language**;** Social Composition: Religion, Caste, Tribe, Class, Language *(as per latest Census/Sample Surveys)*; **Chapter 2:** Geography and Politics: Spatial Features: Plains, Coastal and Malnad; Old Mysuru, Hyderabad Karnataka, Bombay Karnataka; Present Administrative Divisions *(Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka)*; Political Landscape since Independence **Chapter 3:** Economic Profile: Developments in Agriculture, Industry and Service Sectors	
UNIT – II SOCIAL ORGANISATION	**15**
Chapter 4: Folklore and Regional Culture of Karnataka Urbanisation: Trends and Issues **Chapter 5:** Education: Status of Social Sciences and Humanities; Growth of STEM Courses, **Chapter 6:** Human Development Index (HDI) and Regional Disparities	
UNIT – III SOCIAL MOVEMENTS OF KARNATAKA	**15**
Chapter 7: Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements **Chapter 8:** Unification of Karnataka; Save Kannada Movement; Gokak Movement	

Chapter 9: Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement against Social Forestry	
UNIT – IV **STUDIES ON KARNATAKA SOCIETY**	**15**
Chapter 10: Contributions of M.N. Srinivas, S. Parvathamma, Hiremallur Ishwaran, and other prominent Sociologists of Karnataka **Chapters 11 and 12:** Fieldwork report on Changing Social Institutions and their Impact on Social Life	

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.
- Rajyashree, K.S. Kodava Speech Community: An Ethno Linguistic Study. Online webpage of languageindia.com. M.S. Thirumalai.
- Srikanta Sastri, S. (1940). Sources of Karnataka History, Vol. I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
- Suryanath U. Kamat. (2001). Concise History of Karnataka. MCC, Bangalore.
- Nanjundappa High Commission Report.

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

Formative Assessment	
Assessment Occasion/ Type	**Weightage in Marks**
Fieldwork as per Chapter 11 and 12 of Unit - IV	30
Written Test	10
Total	**40**

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

SOC C16

INTERNSHIP/ DISSERTATION

Internship for Graduate Programme
(As Per UGC & AICTE)

Course Title	Internship Discipline Specific
No of Contact Hours	90
No Credits	02
Method of Evaluation	Presentations/Report Submission/Activity etc.

- **The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.**

  (Internship shall be Discipline Specific of 90 hours (2 credits) with duration 4-6 weeks. Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours. The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.)

Question Paper Pattern for all DSC
B. A. Examination Month / Year

SOCIOLOGY
Title of the Paper

Time: 2 Hours   **Max. Marks: 60**

Instruction: Answer all section

Part-A
Answer any five questions   **2×5=10**

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

Part-B
Answer any four questions   **5×4=20**

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Part-C
Answer any three questions   **10×3=30**

15. _____
16. _____
17. _____
18. _____

Question Paper Pattern for SEC

B. A. Examination Month / Year

SOCIOLOGY
Title of the Paper

Time: 01 Hour   **Max. Marks: 30**

Instruction: Answer all section

Part-A

Answer any five questions   **2×5=10**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part-B

Answer any four questions   **5×4=20**

7. _____
8. _____
9. _____
10. _____
11. _____