

UNIVERSITY  OF MYSORE
Department of Studies in Sociology
Manasagangotri, Mysuru – 570006

Syllabus
Bachelor of Arts Program in Sociology
Under State Education Policy (SEP) with Effect from 2024-25

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

University of Mysore

SOCIOLOGY CURRICULUM

Name of the Degree Program : Bachelor of Arts in Sociology

Choice Based Credit System (CBCS) Starting Year of Implementation:2024-25

General Objectives of the Program:

1. Introduce students to the basic concepts and processes in sociology to understand the social life
2. Provide different perspectives for understanding the social life of people
3. Update the students with various fields of Sociology and the latest developments in the discipline
4. Develop skills to analyze, interpret and present today's social situation, developments and problems
5. Critically appreciate the social construction of reality
6. Enhance the ability to examine, relate and connect theory with research
7. Equip students with effective communication skills
8. Prepare students to enter the professional field with ethical responsibility and knowledge as teachers, researchers, administrators, facilitators etc. by exercising intellectual autonomy
9. Prepare students for their dissertation research

Program Outcomes :

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyze data, draw conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skillfully Participate in research groups and market research firms
6. Serve in development agencies, government departments and projects
7. Become a social entrepreneur, community worker, survey designer, research analyst, social statistician
8. Transfer skills as a teacher, facilitator of community development
9. Become a catalyst for change in the community

University of Mysore

Proposed Syllabus of Sociology UG Program under State Education Policy (SEP) with effect from the Academic Year 2024-25

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

Sem	Course Category	Course Code	Course Title	Credits	Teaching Hours Per Week	IA Marks	SA Marks	Total
I	DSC	DSC-SOC-1	Introduction to Sociology	5	5	20	80	100
II	DSC	DSC-SOC-2	Foundation of Sociology	5	5	20	80	100
III	DSC	DSC-SOC-3	Understanding Indian Society	5	5	20	80	100
	DSE	DSE-SOC-1	Population and Society	2	2	10	40	50
	DSE	DSE-SOC-2	Contemporary Social Problems	2	2	10	40	50
IV	DSC	DSC-SOC-4	Rural Society and Reconstruction	5	5	20	80	100
	DSE	DSE-SOC-3	Urban Life in India	2	2	10	40	50
	SEC	SEC-SOC-1	Public Health Consultancy	2	2	10	40	50
V	DSC	DSC-SOC-5	Social Entrepreneurship	4	4	20	80	100
	DSC	DSC-SOC-6	Sociology of Health	4	4	20	80	100
	SEC	SEC-SOC-2	Methods in Social Research	2	2	10	40	50
VI	DSC	DSC-SOC-7	Perspectives of Sociological Thinkers	4	4	20	80	100
	DSC	DSC-SOC-8	Society in Karnataka	3	3	20	80	100
	SEC	SEC-SOC-3	Human Resource Management	2	2	10	40	50

Formative Assessment Pattern

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

- The first component of C1 assessment is for 10% to be assessed by conducting test.
- The second component of C2 assessment is for 10% to be assessed by conducting Seminar/Assignment.
- The final component of C3 assessment is for the 80% to be assessed by conducting examination.

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

Course	C1=Test	C2= Seminar /Assignment	C3 =Final Examination	Total
DSC	10	10	80	100
DSE	05	05	40	50
SEC	05	05	40	50

Dr. S.Yashoda
Chairperson (BOS)

BA Semester –I
DSC-SOC-1 : Introduction to Sociology

Course Objectives :

This course introduces the students the basic concepts of Sociology in a changing world. It describes how sociologists understand continuity and change, distinguishes between Sociology as a science and its role in social reform. The course provides an overview of different sociological perspectives and how they help in understanding the social construction of reality in the real world.

Course Outcomes :

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

- Understand the nature and role of Sociology
- Comprehend the uniqueness of sociological imagination in the study of the real world
- Recognize different perspectives of perceiving the working of social groups
- Differentiate between Sociology's two purposes-science and social reform
- Express one's understanding of current social issues in oral and written forms

Pedagogy: Blended learning, group discussions, field visits, written/oral presentations by the students.

Content of Course : Introduction to Sociology		80Hrs
Unit– 1 Sociology as Science		16
• Sociology: Definition, Scope and Need • Sociology as Science Vs. Sociology as Social Reform • Sociological Imagination (C Wright Mills') Sociological Eye (Randall Collins), Social Construction of Reality • Introduction to Sociological Perspectives: Functionalist, Conflict, Symbolic Interactionist, Feminist		
Unit–2 Basic Concepts		16
• Society and Community - Meaning and Characteristics • Association and Institution - Meaning and Characteristics • Social Groups - Meaning and Characteristics • Types of Groups - Primary and Secondary Groups, In Groups and Out Groups, Formal and Informal Groups, Quasi and Reference Group		
Unit – 3 Social Structure and Culture		16
• Social Structure - Meaning and Characteristics • Social System and Function • Culture-Definition, Elements & Characteristics, Comparison between Culture and Civilization • Culture Related Concepts - Cultural Shock, Counter Culture, Contra Culture, Robert Ezra Park's Idea of Melting Pot, Culture of Poverty and Cultural Lag		
Unit– 4 Status and Role		16
• Status and Role - Meaning, Characteristics and Types • Related Concepts of Status - Station, Stratum, Status Set, Master Status • Related Concept of Role - Role Set, Role Performance and Role Conflict • Distinction between Role and Status		
Unit– 5 Social Institutions		16
• Meaning and Nature of Social Institutions • Types of Social Institutions - Primary and Secondary • Marriage - Definition, Types of Marriages • Family - Definition, Characteristics and Types of Family		

References :

- 1) Berger, P L (1963). Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y.
- 2) Bruce, Steve, (2018). Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York.
- 3) Corrigan-Brown, Catherine (2020). Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada.
- 4) Davis, Kingsley (1949). Human Society, Macmillan, Delhi.
- 5) Ferrante, Joan (2013). Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA.
- 6) Ferris, Kerry and Jill Stein, (2018). The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York.
- 7) Giddens, Anthony and Philip W Sutton, (2013). Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi.
- 8) Harlambos, M and R M Heald, (1980). Sociology: Themes and Perspectives, Oxford University Press, Delhi.
- 9) Inkeles, Alex (1987). What is Sociology? Prentice-Hall of India, New Delhi.
- 10) Jayaram, N (1989). Sociology - Methods and Theories, Macmillan India Ltd. Bangalore.
- 11) Johnson, H M (1995). Sociology: A Systematic Introduction, Allied Publishers, New Delhi.
- 12) Lemert, Charles (2012). Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland.
- 13) Macionis, John (2018). Sociology Global Edition, Pearson, England.
- 14) Mulagund, I C (2008). Readings in General Sociology, SrushtiPrakashana, Dharwad.
- 15) Mulagund, I C (2008). Readings in Indian Sociology, SrushtiPrakashana, Dharwad.
- 16) Ritzer, George and W W Murphy, (2020). Introduction to Sociology, 5th edition, Sage Publications, New Delhi.
- 1) ಇಂದಿರಾ, ಆರ್. (2012). (ಪ್ರಧಾನಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ, (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
- 2) ಲಕ್ಷ್ಮೀಪತಿ ಸಿ.ಜಿ. ಮತ್ತು ನಾಗರಾಜು ಆರ್.ಕೆ. (2021). ಸಮಾಜಶಾಸ್ತ್ರದ ತಿಳುವಳಿಕೆ, ಹಿಮಾಲಯ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
- 3) ಮುಳುಗುಂದ ಐ.ಸಿ. ಮತ್ತು ನಳಿನಿ ಬೆಂಗಳೂರಿ (2021). ಸಮಾಜಶಾಸ್ತ್ರದ ಗ್ರಹಿಕೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ.
- 4) ಶ್ರೀನಿವಾಸ್ ಎಂ.ಎನ್, (2018). ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರಾ, ಆರ್. (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು.
- 5) ಶಂಕರರಾವ್, ಚನ. (2012) ಸಮಾಜಶಾಸ್ತ್ರ, ದರ್ಶನಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.
- 6) ಶಂಕರರಾವ್, ಚನ. (2021) ಸಮಾಜಶಾಸ್ತ್ರ - ಒಂದು ಗ್ರಹಿಕೆ ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

BA Semester-II
DSC-SOC-2 : Foundation of Sociology

Course Objectives :

The objective of this course is to provide knowledge about the concepts of Sociology and to address the factors that shape social life, relationships, and the understanding of self and others. It sensitise the students about challenges and responses of Social change.

Course Outcomes :

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

- Understand the process of socialization and its importance
- Recognize different types of stratification and mobility
- Critically analyze the factors facilitating social conformity and deviance
- Identify and describe the directions of social change

Pedagogy : Blended learning, group discussions, field visits written/oral presentations by students

Content of Course : Foundation of Sociology		80Hrs
Unit– 1 Social Interaction		16
• Meaning of Social Interaction • Importance of Social Interaction • Social Process – Meaning, Definition and Characteristics • Forms of Social Process – Cooperation, Competition, Conflict, Accommodation and Assimilation		
Unit– 2 Socialization		16
• Definition, Process and Stages of Socialization • Agencies of Socialization – Family, Peer group, School and Media • Forms of Socialization – Primary, Secondary, Developmental, Anticipatory and Re-socialization • Theories of Socialization– C.H. Cooley and G.H. Mead		
Unit – 3 Social Stratification and Mobility		16
• Stratification – Meaning and Characteristics (Melvin M. Tumin) • Forms of Social Stratification – Caste, Class, Estate and Race • Dimensions of Social Stratification– Income, Wealth, Power, Occupational Prestige and Gender • Social Mobility – Meaning and Forms of Social Mobility – Horizontal and Vertical Mobility, Intergeneration and Intrageneration Mobility		
Unit – 4 Social Control and Deviance		16
• Social Control - Meaning, Objectives and Characteristics • Forms of Social Control - Informal and Formal Control • Social Conformity - Meaning, Characteristics and Factors Facilitating Social Conformity • Deviance - Meaning, Characteristics, Types and Factors Facilitating Deviance		
Unit– 5 Social Change		16
• Social Change – Meaning and Characteristics • Directions of Social Change - Industrialization, Urbanization, Rationalization and Information Explosion • Globalization – Global Culture, Mc Donaldization (George Ritzer) • Technological Impact on Social Life, Changing Environment, Education and Law		

References :

- 1) Berger, P L (1963). Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y.
- 2) Bruce, Steve, (2018). Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York.
- 3) Corrigan-Brown, Catherine (2020). Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada.
- 4) Davis, Kingsley (1949). Human Society, Macmillan, Delhi.
- 5) Ferrante, Joan (2013). Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA.
- 6) Ferris, Kerry and Jill Stein, (2018). The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York.
- 7) Giddens, Anthony and Philip W Soutton, (2013) Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi.
- 8) Harlambos, M and R M Heald, (1980). Sociology: Themes and Perspectives, Oxford University Press, Delhi.
- 9) Inkeles, Alex (1987). What is Sociology? Prentice-Hall of India, New Delhi.
- 10) Jayaram, N (1989). Sociology - Methods and Theories, Macmillan India Ltd. Bangalore.
- 11) Johnson, H M (1995). Sociology: A Systematic Introduction, Allied Publishers, New Delhi.
- 12) Lemert, Charles (2012). Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland.
- 13) Macionis, John (2018). Sociology Global Edition, Pearson, England.
- 14) Mulagund, I C (2008). Readings in General Sociology, SrushtiPrakashana, Dharwad.
- 15) Mulagund, I C (2008). Readings in Indian Sociology, SrushtiPrakashana, Dharwad.
- 16) Ritzer, George and W W Murphy, (2020). Introduction to Sociology, 5th edition, Sage Publications, New Delhi.
- 17) ಇಂದಿರಾ, ಆರ್. (2012). (ಪ್ರಧಾನಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ, (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
- 18) ಲಕ್ಷ್ಮೀಪತಿ ಸಿ.ಜಿ. ಮತ್ತು ನಾಗರಾಜು ಆರ್.ಕೆ. (2021). ಸಮಾಜಶಾಸ್ತ್ರದ ತಿಳುವಳಿಕೆ, ಹಿಮಾಲಯ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
- 19) ಮುಳುಗುಂದ ಐ.ಸಿ. ಮತ್ತು ನಳಿನಿ ಬೆಂಗಳೂರಿ (2021). ಸಮಾಜಶಾಸ್ತ್ರದ ಗ್ರಹಿಕೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ.
- 20) ಶ್ರೀನಿವಾಸ ಎಂ.ಎನ್, (2018). ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರಾ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು.
- 21) ಶಂಕರರಾವ್, ಚನ. (2012). ಸಮಾಜಶಾಸ್ತ್ರದ ಶೃಂಗಾರ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.
- 22) ಶಂಕರರಾವ್, ಚನ. (2021). ಸಮಾಜಶಾಸ್ತ್ರ-ಒಂದು ಗ್ರಹಿಕೆ ಜೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

B A Semester –III
DSC-SOC-3 : Understanding Indian Society

Course Objectives :

This course aims to introduce students to the nature and changing social structure of Indian Society. It highlights the issues and challenges faced by marginalized groups. The course also examines the affirmative actions taken by the government for the upliftment of the excluded groups.

Course Outcomes:

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

- Explain the nature of Indian Society
- Recognize caste as a form of Social stratification
- Appreciate the role of affirmative action for the development of the marginalized groups
- Analyze the direction of change in Indian Society

Pedagogy : Blended learning, group discussions, field visits, written/oral presentations by the students

Content of Course : Understanding Indian Society	80 Hours
Unit– 1 Pluralistic India	16
• India as a Pluralistic Society – Emergence and Forces • Unity in Diversity – Regional, Linguistic, Religious, Ethnic and Cultural • Impact of Buddhism, Jainism, Islam and Christianity • Problems of Integration	
Unit–2 Marriage and Family	16
• Marriage – Types of Marriage among Hindus and Muslims, Marriage practices among Christians • Recent Trends in Marriage • Family – Types of Family – Matriarchal, Patriarchal, Joint and Nuclear Family • Changing Structure of Family – Living Together, Single – Parent Family and Empty Shell Family	
Unit–3 Perspectives on Caste System	16
• G.S.Ghurye – features of Caste System, Andre Beteille - Caste and class • M.N. Srinivas – Caste in Class, Class in Caste and Dominant Caste • Untouchability – Perspectives of M.K.Gandhi and Dr. B.R.Ambedkar • Recent Trends in the Caste system	
Unit – 4 Marginalization and Social Exclusion (SC, ST, Minorities and Women)	16
• Definition of Marginalization and Social Exclusion • Problems Faced due to Marginalization and Exclusion: Social-Economic and Religious Fields • Issues of Integration and Autonomy of the Tribal Community • Constitutional Safeguards and Affirmative Action	
Unit– 5 Changing Indian Social Structure	16
• Sanskritisation and Westernization – M.N. Srinivas • Modernization– Daniel Lerner • Globalization – Meaning and Agencies – Mass Media, IT and Global Economy • Globalization and Indian Culture	

References :

- 1) Ahuja, Ram (1993). Indian Social System. Rawat Publications, Jaipur.
 - 2) Ambedkar, B.R. (1948). The Untouchable – Who are they and Why they Became Untouchable? New Delhi, Amrith Book Co.
 - 3) Beteille, Andre (1965). Caste, Class and Power, Berkeley, University of California Press.
 - Charley, S.R. and G.K.Karantheds (1998). Changing Untouchability, New Delhi, Sage.
 - 4) VeenaDas (2004). Hand Book of Indian Sociology.
 - 5) Desai, A.R. (2005). Social Background of Indian Nationalism. Bombay, Popular.
 - 6) Dube, S.C. (1991). Indian Society. New Delhi, National Book Trust.
 - 7) Ghurye, G.S. (1957). Caste and Class in India. Bombay, Popular Book Depot.
 - 8) Ghurye, G.S. (1960). Caste and Race in India. Bombay, Popular Prakashan.
 - 9) Kapadia, K.M. (1990). Marriage and Family in India. New York, Oxford University.
 - 10) Mandelbaum, David.G. (1970). Society in India. Berkeley, University of California Press.
 - 11) Shah, A.M.(1973). The Household Dimension of Family in India. Delhi, Orient Longman.
 - 12) Singh, Yogendra (1984). Modernization of Indian Tradition. Jaipur, Rawat Publications.
 - 13) Singh, H.S.(1995).The Scheduled Tribes, New Delhi, Oxford University Press.
 - 14) Srinivas, M.N. (1992). Social Change in Modern India. Delhi, Orient Longman.
 - 15) Srinivas, M.N.(1962).Caste in Modern India and Other Essays. Bombay, Asia Publishing House.
- 1) ಇಂದಿರಾಅರ್, ಭಾರತೀಯ ಸಮಾಜ, (1995) ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
 - 2) ನಂಜಮ್ಮಣಿ ಎಂ., ಭಾರತೀಯ ಸಾಮಾಜಿಕ ಸಂಸ್ಥೆಗಳು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
 - 3) ನಾರಾಯಣಗ್ರಾಮೀಣ ಸಮಾಜಶಾಸ್ತ್ರ ಮತ್ತು ಭಾರತೀಯಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
 - 4) ನಾರಾಯಣ ಮತ್ತು ವಿಶ್ವ ಭಾರತೀಯ ಸಮಾಜದಲಭ್ಯಯನ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
 - 5) ರವೀಂದ್ರಕೊಪ್ಪರ್, ಭಾರತೀಯ ಸಮಾಜದಲಭ್ಯಯನ, ವಿಜಯ ಪ್ರಕಾಶನ, ಗದಗ್.
 - 6) ರಾಜಶೇಖರ್‌ಎಸ್, ಭಾರತೀಯ ಸಮಾಜ, ಮೈಸೂರು ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
 - 7) ಶಂಕರ್‌ರಾವ್‌ಎಸ್., ಭಾರತೀಯ ಸಮಾಜ, ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

BA Semester - III
Elective Paper
DSE- SOC-1 : Population and Society

Course Objectives :

This course explains the relationship between population and society and demographic trends in India and their major determinants. It also discusses the need and basis of India's population policies and programs.

Course Outcomes :

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

1. Define the basic concepts of population studies
2. Explain the dynamics of population from a Sociological perspectives
3. Analyze the problems around India's population
4. Critically analyze the population policies of India

Pedagogy : Blended learning, Group discussions, field visits, written/oral presentations by the students

Content of Course : Population and Society	32 Hours
Unit – 1 Introduction	12
• Definition, Scope and Importance of the study of Population • Age and Sex composition in India • Population components : Fertility – Factors influencing fertility, Mortality – Factors Influencing Mortality and Migration – Definition, Types and Causes	
Unit – 2 Sources of Demographic Data	10
• Population Census: Uses and Limitations; Indian Censuses • Vital Registration System, National Sample Survey, Sample Registration System and • Theories : Malthusian Theory, Optimum Theory of Population and Theory of Demographic Transition	
Unit – 3 Population Policy	10
• Population as a constraint and resource for Development • Need of Population Policy; Millennium Development Goals and Sustainable Development Goals • Population Policy of India: Programs and their evaluation	

References :

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

- Publishing Corporation. Delhi. Census of India Report, GOI, New Delhi.
7. Kingsley Davis. (1951).The Population of India and Pakistan. Princeton, N. J.: Princeton Univ. Press.
 8. Kirk, Dudley. (1968).‘The Field of Demography’, in Sills, David. ed. International Encyclopedia of the Social Sciences.The Free Press and Macmillan. New York.
 9. Rao, Shankar (2021). Sociology of Indian Society, 16th Reprint, S Chand and Co, New Delhi.
 10. Visaria, Pravin and Visaria, Leela. (2003).‘India’s Population: Its Growth and Key Characteristics, InDas, Veenaed. The Oxford India Companion to Sociology and Social Anthropology.Oxford University, Press. Delhi.
1. ರಾಜಶೇಖರ, ಎಸ್ (೨೦೧೩).ಜನಸಂಖ್ಯಾಶಾಸ್ತ್ರ, ಮೈಸೂರುಬುಕ್‌ಹೌಸ್, ಮೈಸೂರು.
 2. ಶಂಕರರಾವ್, ಚನ (೨೦೧೬).ಭಾರತೀಯಸಮಾಜ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

BA Semester -III
Elective Paper
DSE - SOC- 2 : Contemporary Social Problems

Course Objectives :

This course focuses on Social problems in India. It discusses various Socio-Economic issues of the contemporary society and also deals with remedial measures. The course helps students to understand the social phenomena through different theoretical approaches.

Course Outcomes :

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

1. Explain Social problems through sociological perspectives
2. Critically analyze the effects of socio-economic issues on individuals, families and society at large
3. Appreciate the problem-solving strategies
4. Understand how to deal with issues in society

Pedagogy : Blended learning, Group discussions, field visits, written/oral presentations by the students

Content of Course : Contemporary Social Problems	32 Hours
Unit– 1 Introduction and Family Disorganization	12
• Meaning, Nature and Characteristics of Social Problems • Causes and Consequences of Social Problems • Domestic Violence – Causes and Consequences • Problems of the Aged– Care and Welfare	
Unit–2 Crime and Delinquency	10
• Crime – Types, Causes, Consequences and Remedial measures • Juvenile Delinquency – Causes and Rehabilitative measures • Cybercrime – Types and Legal Framework to prevent Cybercrime	
Unit–3 Socio Economic Problems	10
• Alcoholism and Drug Abuse – Causes, Consequences and Remedial measures • Corruption – Types, Causes and Consequences • Terrorism – Types, Causes, Consequences and Remedial measures	

References :

- 1) Ahuja, Ram (2000). Criminology. Jaipur, Rawat Publications.
- 2) Ahuja, Ram (2000). Social Problems in India. New Delhi, Rawat Publications.
- 3) Beteille, Andre (1992). Backward Classes in Contemporary India, New Delhi.
- 4) Desai, Neera and UshaThakkar (2007). Women in Indian Society. New Delhi, National Book Trust, India.
- 5) Dube, Leela (1997). Women and Kinship, Comparative Perspectives on Gender in South and Southeast Asia. New Delhi, Sage Publication.

- 6) Gadgil, Madhav and RamchandraGuha (1996). Ecology and Equality: The use and Abuse of Nature in Contemporary India, New Delhi.
- 7) Gill, S.S. (1998). The Pathology of Corruption. New Delhi, Harper Collin Publishers.
- 8) Madan, G R. (1990). Indian Social Problems. Vol.I, Delhi, Allied Publication.
- 9) Murty, T.V. (1996). Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi.
- 1) ಬೈರಪ್ಪ ಕೆ. ಪ್ರಸ್ತುತ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಕೆಂಬ್ರಿಡ್ಜ್ ಪಬ್ಲಿಷಿಂಗ್ ಕಂಪನಿ, ಬೆಂಗಳೂರು.
- 2) ಮಾಳಿ ಹೆಚ್.ಬಿ. ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ್.
- 3) ನಾರಾಯಣ ಎಂ. ವಿಶ್ವ, ಸಾಮಾಜಿಕ ವಿಘಟನೆ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 4) ರಾಜಶೇಖರ್‌ಎಸ್.. ಪ್ರಚಲಿತ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಮೈಸೂರು ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 5) ಸುಬ್ರಮಣ್ಯ ಜ., ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 6) ಶಂಕರ್‌ರಾವ್‌ಎನ್..ಗ್ರಾಮೀಣ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಜೈಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

B A Semester – IV

DSC-SOC-4 : Rural Society and Reconstruction

Course Objectives :

Indian villages have been romanticised and viewed as places of stagnation, poverty and ignorance. This course aims to uncover the realities behind such constructions, showing how villages responded to colonial rule and developed post-independence.

Course Outcomes :

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

1. Explain the myths and realities of Indian villages
2. Analyze the changing agrarian Social Structure
3. Examine the changing market system
4. Critically analyze the various Rural Development Programme

Pedagogy : Blended learning, group discussions field visits, written/oral presentations by the Students

Content of Course : Rural Society and Reconstruction	80 Hours
Unit - 1 Rural Sociology	16
• Definition, Scope and Importance of Study of Rural Society • Subject matter of Rural Sociology • Social Construction of Rural Societies - Myth and Reality (M.N. Srinivas) • Types of Villages	
Unit - 2 Agrarian Social Structure	16
• Land Tenure Systems (Colonial Period) • Land Reforms (Post-independence India) • Commercialization of Agriculture • Commodification of Land	
Unit - 3 Themes of Rural Society in India	16
• Labour and Agrarian Class and Caste Structure • Gender and Agrarian Realities • Impact of Panchayat Raj System • Impact of Politics on Rural India	
Unit - 4 Markets - Historical Background	16
• Characteristics of Indian Rural Market • Actors in the Market – Weekly Fairs, Trading Castes, Emerging Trading Classes • Key Role of Intermediaries • Emergence of Virtual and Online Markets – Features, Impact on Traditional Sellers and Buyers	
Unit - 5 Rural Reconstruction and Transition	16
• Induced Intervention – MGNREGA, Akshara Dasoha, Swacch Bharat Abhiyan, Pradhan Mantri Awas Yojana - Gramin (PMAY-G) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) • Forces of Change - Urbanization and Urban Influence • LPG - GATT - WTO • Effects of Globalization on Rural Society	

References :

- 1) Bose, Ashish (1978). Studies in Indian Urbanization 1901-1971. New Delhi and Bombay, Tata McGraw Hill.
- 2) Choudhary, S. (1971). Peasants' and Workers' Movements; A Sociological Outline, New York, Random House.
- 3) Desai, A.R. (1977). Rural Sociology in India Bombay, Popular Prakashan.
- 4) Doshi, S.L. and Jain P.C. (1999). Rural Sociology. Jaipur, Rawat Publications.
- 5) Jha, Avinash (2000). Background of Globalization, Mumbai, Centre for Education and Documentation.
- 6) Jogdand, P.G, P. Bansode and N.G. Meshram, eds (2008). Globalization and Social Justice, Jaipur, Rawat Publication.
- 7) Mehta, R.S. (1978). Rural Leadership and Panchayat. Chandigarh, Bahri Publications.
- 8) Nanavati M.B. and Anjaria J.J. (1970). The Indian Rural Problems. Bombay, Vora and co..Public. Pvt. Ltd.
- 9) Ramachandran, R. (1991). Urbanization and Urban Systems in India, New Delhi: Oxford University Press.
- 10) Rao, M.S.A. ed (1979). Social Movements in India, New Delhi, Macmillan.
- 11) Sassen, Saskia and Kwame Anthony Appiah (1998). Globalization and its Discontents, New Delhi, Oxford University Press.
- 12) Singh, Katar (2009). Rural Development: Principles, Policies and Management. New Delhi, Sage Publication Pvt. Ltd., India.
- 13) Srinivas M N (1960). The Myth of Self Sufficiency of Indian Village, Economic Weekly, September 10, Pp. 1375-78 (Available on: http://www.epw.in/system/files/pdf/1960_12/37/the_myth_of_selfsufficiency_of_the_indian_village.pdf)
- 14) Upadhyaya, C. and A.R. Vasavi, ed (2007). In an Outpost of the Global Economy; Work and Workers in India's Information Technology Industry, London, Routledge.
- 1) ಬಡಿಗೇರ, ಜಿ.ಎಲ್. ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ, ಸಂಗಮೇಶ್ವರ ಪ್ರಕಾಶನ, ಸಂಕೇಶ್ವರ.
- 2) ಭೈರಪ್ಪ ಕೆ., ಸಮಗ್ರ ಗ್ರಾಮೀಣ ಸಮಾಜ ಮತ್ತು ಅಭಿವೃದ್ಧಿ, ಸ್ವಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
- 3) ನಾರಾಯಣ ಎಂ., ಗ್ರಾಮೀಣ ಸಮಾಜಶಾಸ್ತ್ರ ಮತ್ತು ಭಾರತೀಯ ಗ್ರಾಮೀಣಾಭಿವೃದ್ಧಿ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 4) ರವೀಂದ್ರಕೊಪ್ಪರ್, ಭಾರತೀಯ ಗ್ರಾಮೀಣ ಮತ್ತು ನಗರ ಸಮಾಜಶಾಸ್ತ್ರ, ವಿಜಯ ಪ್ರಕಾಶನ, ಗದಗ್.
- 5) ರಾಜಶೇಖರ್ ಎಸ್., ಗ್ರಾಮೀಣ ಸಮಾಜಶಾಸ್ತ್ರ, ಮೈಸೂರು ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
- 6) ಶಂಕರ್ ರಾವ್ ಎನ್., ಗ್ರಾಮೀಣ ಸಮಾಜಶಾಸ್ತ್ರ, ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

BA Semester- IV
Elective Paper
DSE – SOC-3 : Urban Life in India

Course Objectives :

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

Course Outcomes :

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

1. Define the basic concepts of Urban Sociology
2. Identify and describe different types of city
3. Critically evaluate urban policies

Pedagogy: Blended learning, Group discussions, field visits, written/oral presentations by the students

Content of Course : Urban Life in India	32 Hours
Unit – 1 Introducing Urban Sociology	12
• Meaning of Urban Sociology and its importance; a brief history of Urban Sociology in India and the World • Meaning of Urban, Urbanism and the City; Types of City – Metropolitan, Megacity and Global City • Urbanization and its Challenges – Rural-Urban Continuum, Suburbs, Urban Fringe, Urban Sprawl, Edge Cities	
Unit – 2 Urban Problems	10
• Urban Poverty and Housing problems • Slums and Sanitation • Environmental Degradation and Traffic problems	
Unit – 3 Urban Policy	10
• Urban Governance – 74th Amendment to the Indian Constitution • Urban Development and Planning • Urban Policy – Urbanization and Environmental Concerns, Smart cities	

References :

- 1) Flanagan, William G (2010). Urban Sociology: Images and Structures, 5th Edition, Bowman and Littlefield Publishers Inc, New York.
- 2) Gottdiener, Mark H & Others, (2015). The Urban Sociology, Routledge, New York.
- 3) Hannigan, John and Grey Richards (Ed) (2017). The Sage Handbook of New Urban Studies, Sage London.
- 4) Karp, David A & others, (2015). Being Urban: A Sociology of City Life, 3rd Edition, Praeger, California.
- 5) LeGates, T R & Frederic Stout (Eds) (2016). The City Reader, 6th Edition, Routledge, New York.

- 6) Lin, Jan & C Mele (Eds) (2013). The Urban Sociology Reader, Routledge, New York.
 - 7) Miles, Malcolm & Tim Hall (2004). The City Cultural Reader, 2nd Edition, Routledge, New York.
 - 8) Rao, Shankar (2021). Sociology of Indian Society, S Chand and Co, New Delhi.
- 1) ಶಂಕರರಾವ್, ಚನ (೨೦೧೫).ನಗರಸಮಾಜಶಾಸ್ತ್ರ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು.
 - 2) ಶಂಕರರಾವ್, ಚನ (೨೦೧೫).ಭಾರತೀಯಸಮಾಜ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು.
 - 3) ಮುಳುಗುಂದ, ಐಸಿ (೨೦೧೫).ಭಾರತದನಗರಸಮಾಜ, ಸೃಷ್ಟಿಪ್ರಕಾಶನ, ಧಾರವಾಡ.

BA Semester– IV
SEC – SOC : Public Health Consultancy

Course Objectives :

This course aims to prepare students to work effectively in socially, culturally and economically diverse populations. It emphasizes the importance of being attentive to the needs of vulnerable and disadvantaged groups, ensuring students are well-versed with existing health systems. The course also focuses on enhancing communication skills related to health and health maintenance. Additionally, it seeks to develop leadership and mentorship qualifications in students, enabling them to take on responsible roles in public health consultancy.

Course Outcomes :

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

1. Demonstrate adequate knowledge and skills across a wide range of public health issues
2. Develop action plans and identify public health issues
3. Conduct operational research in institutional and field settings

Pedagogy : Blended learning, Group discussions, field visits, written/oral presentations by the students

Content of Course : Public Health Consultancy	32Hrs
Unit – 1 Introduction	16
• Definition of Health, Human Behaviour, Social and Cultural Determinants of Health • Public Health: Meaning and Importance • Social Epidemiology and Community Health	
Unit – 2 Health Communication	16
• Verbal vs Non-Verbal Communication; Public Speaking; Using Audio-Visual Aids in Communication; Written Communication • Information Education and Communication (IEC); Interpersonal Communication (IPC); Social and Behavior Change Communication (SBCC)	
Unit – 3 Field Work	
• Students must go to the field and actively involve themselves in the following suggested area and submit their reports. (Teachers can choose any of the mentioned areas and modify them as per requirement) - <i>Sanitation, Personal Hygiene, Control of Infectious Diseases, Awareness about HIV/AIDS, Anti-tobacco Campaigns, Awareness about Alcoholism, Domestic Violence, Sexual Violence, Geriatrics, Maternal and Child Health, Mental Health, Motor Vehicle Accidents, Lifestyle Diseases etc.</i>	

References :

1. Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction,

Cambridge: Polity Press.

3. Bloom, Samuel W. (1963). *The Doctor and His Patient*, New York: Free Press.
4. Coe, Rodney M. (1970). *Sociology of Medicine*, New York: McGraw Hill.
5. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). *Handbook of Medical Sociology*, New York: Prentice Hall.
6. Cockerham, William C. (1997). *Medical Sociology*, New Jersey: Prentice Hall.
7. Conrad, Peter ed. (2005). *Sociology of Health and Illness: Critical Perspectives*, New York:Worth Publishing.
8. Dutta, P.R. (1955). *Rural Health and Medical Care in India*, Ambala: Army EducationPress.
9. Madan, T.N. (1980). *Doctors and Nurses*, New Delhi: Vikas.
10. Ommen, T. K. (1978). *Doctors and Nurses: A Study in Occupational Role Structures*.
11. Bombay: Macmillan *Private Health Care in India*, New Delhi: Sage.
12. Schwatz, Howard (1994). *Dominant Issues in Medical Sociology*, New York: McGraw Hill.
13. Venkataratnam, R (1979). *Medical Sociology in an Indian Setting*, Madras: Macmillan.

BA Semester – V

Course Title : DSC-SOC – 5 : Social Entrepreneurship

Course Objectives :

This course focuses on understanding the concept of Social entrepreneurship. It provides basic knowledge and promotes personal qualities such as entrepreneurial attitudes and skills required to start their own enterprise. The course also discusses how social entrepreneurs create long term, sustainable solutions to societal issues.

Course Outcomes :

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

1. Understand the scope and need for social entrepreneurship.
2. Plan and implement socially innovative ideas.
3. Gain the ability to start their own social enterprise or non profit organization.
4. Understand the role of entrepreneurs in the community.

Pedagogy : Blended learning, group discussions, field visits, written / oral presentations by the students.

Content of Course : Social Entrepreneurship	64 Hrs
Unit – 1 Fundamentals of Social Entrepreneurship	16
▪ Meaning and Importance of social entrepreneurship; Qualities of social entrepreneurs ▪ Types of social enterprises – Voluntary organizations, NGO, NPO, Third Sector Organizations – Ventures ▪ Establishment of social enterprises in India ▪ Social Business: Meaning; Relationship and Difference between Social Entrepreneurship and Social Business	
Unit – 2 Establishment of Non-Profit Organizations	16
▪ Meaning, Objectives and establishment of Non-Profit organizations (NPOs/NGOs) ▪ Legal Procedures for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution Regulation Act (FCRA); Available Tax Reliefs ▪ Social Values of NPOs: Mission and Vision; Memorandum of Association (MoA) and Bye-Laws ▪ Benefits to the society and challenges faced by the NPOs	
Unit – 3 Management and Financing	16
▪ Human Resource Management: Social Security of Workers: provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme ▪ Project Management: Identification of Project; Project Proposal; Budget preparation, Rationale for submitting Project Proposals ▪ Financing: Sources of Finance: Aid Agencies - Government, Donors, International Agencies; Documents Used in Fundraising; Campaigns; Internal Income Generation ▪ Accountability, Social Audit and submitting of returns.	

Unit - 4 Professional Management for Social Enterprises	16
▪ Importance of Professional management in Social Enterprises ▪ Application of professional management techniques in social enterprises ▪ Human Resource Development and capacity building for social enterprises ▪ Application of marketing principles in welfare and development field	

Reference

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

BA Semester – V

Course Title : DSC-SOC – 6 : Sociology of Health

Course Objectives :

This course focuses on understanding the concept of health illness and social conditions. It analyzes the relationship between social factors and health status. This course also discusses the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health.

Course Outcomes

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

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

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

DSC SOC - 6 - Content of Course : Sociology of Health		64 Hrs
Unit - 1 Introduction		16
▪ Sociology of Health: Meaning, Nature, Scope and importance ▪ Sociology in Medicine and Sociology of Medicine ▪ Emergence and Development of Sociology of Health in World and India ▪ Actors: Doctors - Nurses and Paramedical Staff-Patients and their relationship		
Unit - 2 Determinants of Health		16
▪ Social Determinants: Class, Caste, Power, Gender, Social Cohesion ▪ Cultural Determinants: Beliefs, Nutrition, Environment ▪ Economic Determinants: Poverty, Homelessness, Living Conditions, Neighborhood ▪ Mental Health : Factors affecting on Mental Health		
Unit -3 Models of Health		16
▪ Systems of Medicine (Biomedicine and AYUSH) ▪ Dominance of Biomedical Model ▪ Sick Role and Experiencing Illness ▪ Hospital as Social Organization		
Unit- 4 Health Care Reform		16
▪ Community Health problems ▪ National Health programs in India ▪ Medicalisation and Pharmaceuticalisation of Health ▪ Learning from the Field : Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level		

TEXT BOOKS :

1. Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.
3. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press. Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
4. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
5. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
6. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
7. Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.
8. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
9. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
10. Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.
11. Schwatz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.
12. Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan
13. Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi
14. Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi
15. Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press
16. Praszkiar, Ryszard and Andrzej Nowak, 2011,
17. Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi
18. Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited
19. Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach,
20. Springer Sharma, Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice - Hall India, Delhi
21. Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India,
22. Sage Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London

BA Semester – V

Course Title : SEC-SOC- 2 : Methods in Social Research

Course Objectives :

The course is intended to help students understand the nature of Social research and its role in the systematic study of social phenomena. It also aims to familiarize students with the issues involved in social research and methods used to understand social reality.

Course Outcomes :

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

1. Understand the different tools and methods used in sociological research.
2. Gain knowledge of methods of data collection, data analysis and report writing.
3. Address contemporary social issues using appropriate research methods.

Pedagogy : Blended learning, group discussions, field visits, written/oral presentations by the students.

Content of Course : Methods in Social Research	32 Hrs
Unit – 1 Social Research	16
▪ Meaning and importance of Social Research ▪ Steps in Social Research ▪ Research design and Hypothesis ▪ Sampling – Types of Sampling	
Unit – 2 Data collection and Report writing	16
▪ Types of Data – Primary and Secondary ▪ Primary Data : Observation, Interview and Questionnaire ▪ Secondary Data and its Sources ▪ Report Writing	
Unit – 3 Field Work	
▪ Teacher can allot contemporary Socio-economic problems to prepare Questionnaire and interview scheduled ▪ Students should design a Questionnaire, interview scheduled on a specific problem allotted by the teacher and submit	

References

1. Babbie, Earl (2013) The Practice of Social Research, Cengage, 13th Edition
2. Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. TheFree Press, New York
3. Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin
4. Hyman. Goode, W. E. and P. K. Hatt. (1952) Methods in Social Research, McGraw
5. Srinivas, M.N. et al (2002) (reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi.

BA Semester – VI

Course Title : DSC-SOC- 7 : Perspectives of Sociological Thinkers

Course objectives :

This Course aims to introduce students to understand and appreciate the contributions of founding fathers of Sociology and set the theoretical framework for studying social groups.

Course Outcomes :

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

1. Contextualize the social and intellectual background of classical sociologists
2. Understand the contributions of classical sociological thought
3. Appreciate the need for thinking in theoretical terms and concepts

Pedagogy : Blended learning, group discussions, field visits, written/oral presentations by the students.

Content of Course : Perspectives of Sociological Theories	64 Hrs
Unit – 1 : Early Founders – August Comte and Herbert Spencer	16
a) Auguste Comte : Positivism, Law of Three Stages and Classification of Sciences b) Herbert Spencer : Theory of Social Evolution, Types of Society and Organic Analogy	
Unit – 2 : Karl Marx and George Simmel	16
a) Karl Marx : Dialectical Materialism, Class Struggles and Alienation b) George Simmel : Formal Sociology, Theory of Sociation and Theory of Conflict	
Unit – 3 : Emile Durkheim and Max Weber	16
a) Emile Durkheim : Social Facts, Division of Labour and Theory of Suicide b) Max Weber : Social Action, Types of Authority and Bureaucracy	
Unit – 4 : Major Sociological Perspectives	16
▪ Structural Functional Perspective ▪ Conflict Perspective ▪ Symbolic Interaction Perspective ▪ Feminist / Gender Perspective	

Reference :

- 1) Abraham, Francis (1984) Modern Sociological Theory, Orient Longman, Delhi
- 2) Berger, P L (1963) Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- 3) Bruce, Steve, (2018) Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York

- 4) Collins, Randall (1997) Sociological Theory, Rawat Publications, Jaipur
- 5) Corrigall-Brown, Catherine (2020) Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- 6) Coser, Lewis A (2002) Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur
- 7) Davis, Kingsley (1949) Human Society, Macmillan, Delhi
- 8) Ferrante, Joan (2013) Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- 9) Ferris, Kerry and Jill Stein, (2018) The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
- 10) Giddens, Anthony and Philip W Sutton, (2013) Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- 11) Harlambos, M and R M Heald, (1980) Sociology: Themes and Perspectives, Oxford University Press, Delhi
- 12) Inkeles, Alex (1987) What is Sociology? Prentice-Hall of India, New Delhi
- 13) Jayaram, N (1989) Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- 14) Johnson, H M (1995) Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- 15) Lemert, Charles (2012) Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
- 16) Macionis, John (2018) Sociology Global Edition, Pearson, England
- 17) Morrison, Ken (1995) Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London
- 18) Turner, Jonathan (1987) The Structure of Sociological Theory, Rawat Publications, Jaipur
- 19) Zeitlin, Irving M (1998) Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur
1. ಮುಳುಗುಂದ, ಐಸಿ (2017) ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿಪ್ರಕಾಶನ, ಧಾರವಾಡ
2. ಮುಳುಗುಂದ, ಐಸಿ (2022) ಸಮಾಜಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತಗಳ ಬುನಾದಿ- ಸೃಷ್ಟಿಪ್ರಕಾಶನ, ಧಾರವಾಡ
3. ನಾಗೇಶ್, ಹೆಚ್. (1998) ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
4. ಸೋಮಯ್ಯ, ಕೆ.ಎನ್ (1989) ಸಮಾಜಶಾಸ್ತ್ರದ ಆಚಾರ್ಯರು, ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು

BA Semester – VI

Course Title : DSC-SOC- 8 : Society in Karnataka

Course objectives :

This Course aims to introduce the Sociological knowledge about the local and regional context of Karnataka. It focuses on changing trends in Karnataka with special reference to development process and Politics.

Course outcomes :

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

1. Understand the features of Karnataka
2. Acquaint and appreciate the cultural items of Karnataka
3. Critique the social changes occurring in Karnataka

Pedagogy : Blended learning, group discussions, field visits, written/oral presentations by the students.

Content of Course : Society of Karnataka	48 Hrs
Unit – 1 : History of Karnataka	10
• Society in Colonial period • Princely State of Mysore and Development • Formation of Karnataka state	
Unit – II Features of Karnataka	12
• Geographical and spatial Features : Plains, Coastal and Malnad regions • Present administration division : Mysore, Bengaluru, Kalyana Karnataka and Kitturu Karnataka • Demographic profile of Karnataka • Political landscape since Independence	
Unit – III Social Organization and Economy of Karnataka	12
• Religions, Languages, Caste and Tribal communities • Regional culture of Karnataka and Growth of Education • Development of Agriculture and Public, private and service sectors • Human Development indicators of Karnataka, Regional Disparities and Sustainable Development	
Unit – IV Social Movements in Karnataka	14
• Unification of Karnataka : Sava Kannada and Gokak Movements • Environment and Agrarian Movements : Chipko, Appiko, Sahyadri mining protest, Seabird Naval Base Protest, Movement against Social Forestry • Socio-Religious Movements; Veerashaiva, Backward classes and Dalit Movements • Contemporary issues related to water, language and border disputes	

References :

1. Government of Karnataka. Human Development Reports, Planning and Statistics Department, Bangalore
2. Jai Prabhakar S C, Socio-Cultural Dimensions of Development in North Karnataka, CMDR Monograph Series No. – 63.
3. 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.
4. Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Onlinewebpage of languageindia.com. M. S. Thirumalai.
5. Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
6. Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore. Nanjundappa High Commission Report,

BA Semester – V

Course Title : SEC-SOC- 3 : Human Resource Management

Course Objectives :

This course aims to prepare the students to acquire, develop, motives and enhanced their skills for diverse workforce, additionally it gives training to improving their skills, knowledge and competency to meet evolving organizational needs and career goals.

Course Outcomes :

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

1. Understand the sources, methods and technique of recruitment
2. Demonstrate adequate knowledge and skills which require for jobs
3. Identify and explore different organization setting for job opportunities

Pedagogy : Blended learning, group discussions, field visits, written/oral presentations by the students.

Content of Course : Human Resource Management	32 Hrs
Unit-1 : Human Resource Management	16
▪ Concepts, Scope and objective, Emerging of personnel management ▪ Recruitment, Sources of recruitment, methods and technique of recruitment ▪ Steps in selective process, types of tests ▪ Interviews, Types of interviews, Induction and orientation	
Unit-2 : Job Analysis	16
▪ Definition, Steps, techniques, types of analysis ▪ Theme process planning : Process, training and development, training vs Development ▪ Purpose of training, steps in training programmes, training methods / techniques evaluation ▪ Performance appraisal, method of performance appraisal, strength and limitation	
Unit-3 : Field Work	
▪ Analyzing hybrid work performance ▪ AI (Artificial Intelligence) and ATS (Applicant Tracking system) in recruitment and performance ▪ H R Related corporate, heritage focused tourist places Note : - Students can visit to the nearby Industries, Factories and Companies and should submit a report	

Reference :

1. Armstrong, M. (2014) Armstrong's handbook of human resource management practice Thirteenth edition. London: Kogan Page. J. (2007) Managing people in organizations : contemporary theory and practice. Basingstoke: Palgrave Macmillan.
2. V.,Rayner, C., Schyns, B., and Chartered Institute of Personnel and Development (2009) Coaching at the sharp end : the role of line manager in coaching at work. London: Chartered Institute of Personnel and Development. Adkins,T. (2006) Case studies in performance management : a guide from the experts. Hoboken, N.J.: John Wiley.
3. Performance management. Third edition; Pearson new international edition. Harlow: Pearson.
4. Anderson,V. and Chartered Institute of Personnel and Development (2013) Research methods in human resource management. 3rd edition. London: Chartered Institute of Personnel and Development

Question Paper Pattern for DSC
(First to Sixth Semester (SEP))
B.A. Examination Month / Year
(Scheme CBCS)
Sociology
Title of the Paper

Maximum Marks = 80

Instruction : Answer All Questions

I Answer any Four Questions

4 X 5 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II Answer any Three Questions

3 X 10 = 30

- 7.
- 8.
- 9.
- 10.
- 11.

III Answer any Two Questions

2 X 15 = 30

- 12.
- 13.
- 14.
- 15.

Question Paper Pattern for DSE & SEC

B.A. Examination Month / Year

(Scheme CBCS)

Sociology

Title of the Paper

Maximum Marks = 40

Instruction : Answer All Questions

I. Answer any four Questions

4 X 5 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

II Answer any Two Questions

2 X 10 = 20

- 7.
- 8.
- 9.
- 10.