

# **Model Curriculum Content**

## **For Sociology**

**Under**

***New Education Policy-2020***



**BENGALURU CITY UNIVERSITY**

**Syllabus for B.A Sociology  
(I & II Semester)**

**Prepared by**

**Sociology Subject Expert Committee for  
UG and PG Degrees**

## **Model Curriculum Content for Sociology**

*Prepared by*

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**Sociology B A Model**

<b>NEP 2020 - SOCIOLOGY: Model Syllabus - List of Papers Final</b>			
<b>SEM</b>	<b>Paper</b>	<b>Title of paper</b>	<b>Credits</b>
1	DSC -1	Understanding Sociology	3
	DSC -2	Changing Social Institutions in India	3
	OE-1	Indian Society: Continuity and Change /Sociology of Everyday Life	3
2	DSC -3	Foundations of Sociological Theory	3
	DSC -4	Sociology of Rural Life in India	3
	OE-2	Society through Gender Lens/Social Development in India	3
3	DSC -5	Social Stratification and Mobility	3
	DSC -6	Sociology of Urban Life in India	3
	OE-3	Sociology of Youth/Sociology of Tourism Management	3
4	DSC -7	Sociology of Marginalised Groups	3
	DSC -8	Population and Society	3
	OE-4	Sociology of Leisure /Sociology of Food Culture	3
5	DSC -9	Modern Sociological Theories	4
	DSC -10	Gender and Society	4
	DSE-1	Political Sociology /Family and Kinship Studies	3
	MDC-1	Current Social Issues in India	4
	VC-1	Social Interventions in Health Care and Hospital Management/ Corporate Social Responsibility	3
6	DSC -11	Perspectives on Indian Society	4
	DSC-12	Sociology of Ageing	4
	DSE-2	Sociology of Law/Crime and Society	3
	MDC-2	Sociology of Work	4
	VC-2	Social Service Counselling/Digital Skills for Social Sciences	3
	SEC-4	Academic Reading and Writing /Management of Disasters and Social Crisis /Social Entrepreneurship	2
7	DSC- 13	Contemporary Sociological Theories	4
	DSC -14	Fundamentals of Social Research	4
	DSC-15	Sociology of Health	3
	DSE -3	Sociology of Entrepreneurship/Sociology of Human Resource Development/Internship	3

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	DSE-4	Social Policy and Planning /Diaspora and Transnational Studies	3
	DSE-5	Research Methodology	3
8	DSC-16	Post Modern Social Theories	4
	DSC-17	Social Statistics and Computer Application	4
	DSC-18	Society in Karnataka	3
	DSE-6	Society, Science and Technology /Industrial Sociology	3
		Project Work/DSE-6/DSE-7	6
	DSE-7	Sociology of Religion/Sociology of Backward Classes	3
	DSE-8	Society and Media/Environment Sociology	3
9	DSC-19	Education in Knowledge Society	4
	DSC-20	Sociology of Globalisation	4
	DSC-21	Sociology of Sanitation	3
	DSE-9	Cultural Sociology/Sociology of Consumerism	3
	DSE-10	Sociology of Disability/Corporate Social Responsibility	3
	DSE-11	Sociology of Social Movements/Applied Sociology	3
10	DSC-22	Contemporary Development Discourses	4
	DSC-23	Human Rights and Social Justice	4
	DSC-24	Sociology of Professions	3
	DSE-12	Society and Tribals/Social Psychology	3
	DSC-25	Project Work (Mandatory)	6

**DSC:** Discipline Specific Core

**DSE:** Discipline Specific Elective

**MDC:** Minor Discipline Core

**SEC:** Skill Enhancement Course

**OE:** Open Elective

**VC:** Vocational Course

**BA Semester 1**

**Title of the Course:**

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

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

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

### **Text Books**

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

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

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

Davis, Kingsley 1949, Human Society, Macmillan, Delhi

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

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

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

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

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

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

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

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

ಇಂದಿರಾ, ಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋದ ರಾಗೌ ಟ್ರಸ್ಟ್, ಮೈಸೂರು

ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕುಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ

ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟಪೈ ಸನ್, ಮೈಸೂರು

ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ(ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

ಇಂದಿರಾ, ಆರ್ ೨೦೧೬, ಹೆಣ್ಣು ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009-2013 ರ ವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು

ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

ನಾಗೇಶ್ ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

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ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ ೨೦೧೮, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಶಂಕರ ರಾವ್, ಚಿ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು  
ಶಂಕರ ರಾವ್, ಚಿ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ,  
ಮಂಗಳೂರು  
ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ,  
ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

## **References**

### **Unit 1**

<https://www.drrandallcollins.com/sociologicaleye> A blog maintained by Randall Collins which gives the definition for Sociological Eye and many posts on examples

<http://sociological-eye.blogspot.com/> Another blog by Randall Collins

[https://us.sagepub.com/sites/default/files/upm-assets/109310\\_book\\_item\\_109310.pdf](https://us.sagepub.com/sites/default/files/upm-assets/109310_book_item_109310.pdf) First chapter of a book published by Sage Publications - available free on this website

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf> First chapter of The Sociological Imagination

<https://www.imprs-demogr.mpg.de/courses/01ws/TSI.pdf> On Intellectual Craftsmanship - Appendix to The Sociological Imagination, by C Wright Mills

<https://www.pearsonhighered.com/assets/samplechapter/1/4/0/8/1408269546.pdf> Chapter 1 of Pearson book - good introduction to Sociological Imagination, Origins of Sociology, along with case studies. Contains useful reference and weblinks



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[https://www.researchgate.net/publication/8332089\\_Imagining\\_The\\_Sociological\\_Imagination\\_The\\_biographical\\_context\\_of\\_a\\_sociological\\_classic](https://www.researchgate.net/publication/8332089_Imagining_The_Sociological_Imagination_The_biographical_context_of_a_sociological_classic) This article from British Journal of Sociology is useful to contextualise the concept of sociological imagination

### **Unit 2**

<https://www.britannica.com/topic/culture>

[3.2 The Elements of Culture – Sociology - Publishing Serviceshttps://open.lib.umn.edu/sociology/chapter/3-2-the...](https://open.lib.umn.edu/sociology/chapter/3-2-the-elements-of-culture/)

[Elements of Culture | Introduction to Sociology - Lumen ...https://courses.lumenlearning.com/sociology/chapter](https://courses.lumenlearning.com/sociology/chapter/elements-of-culture/)

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[Robert E. Park - New World Encyclopediahttps://www.newworldencyclopedia.org/entry/Robert E](https://www.newworldencyclopedia.org/entry/Robert_E_Park)

[What Is Culture? | Introduction to Sociology – Brown-Weinstockhttps://courses.lumenlearning.com/chapter/what-is-cult...](https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/)

<https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization/>

[h t t p s : / / w w w . g o o g l e . c o m / u r l ? sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usq=A0vVaw16am\\_XfXgptAgUS04sdOUN](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology%2Fchapter%2F4-2-explaining-socialization%2F&usq=A0vVaw16am_XfXgptAgUS04sdOUN)

10. [https://www.newworldencyclopedia.org/entry/Information\\_explosion](https://www.newworldencyclopedia.org/entry/Information_explosion)

[https://edisciplinas.usp.br/pluginfile.php/4408475/mod\\_resource/content/1/Lupton-Digital%20Sociology%282014%29.pdf](https://edisciplinas.usp.br/pluginfile.php/4408475/mod_resource/content/1/Lupton-Digital%20Sociology%282014%29.pdf)

<https://www.grin.com/document/453828> An article on the impact of digital life on society from sociological perspective

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<https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-life/>

<https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/>

<https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they>

<https://www.britannica.com/topic/netiquette>

<https://blog.citl.mun.ca/instructionalresources/netiquette/>

<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

### **Unit 3**

<https://www.britannica.com/topic/social-change>

<https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldization.htm>

<http://web.simmons.edu/~chen/nit/NIT%2796/96-171-Larney.html> On McDonaldization of Information

<https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/mcdonaldization>

<https://www.un.org/development/desa/undesavoiced/feature/2017/04/32476.html>

<https://www.unescap.org/our-work/social-development/ageing-societies>

<https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

<https://www.who.int/westernpacific/news/q-a-detail/ageing-ageism>

<https://academic.oup.com/gerontologist/article/41/5/576/596571>

[https://saylordotorg.github.io/text\\_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environment.html](https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environment.html)

<https://courses.lumenlearning.com/sociology/chapter/social-change/>

<https://www.britannica.com/topic/social-change/Conclusion>

[http://philosophy.com/UPLOADS/\\_PHILOSOCIOLOGY.ir\\_Blackwell%20Encyclopedia%20of%20Sociology\\_George%20Ritzer.pdf](http://philosophy.com/UPLOADS/_PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Ritzer.pdf) Blackwell Encyclopedia of Sociology, edited by George H Ritzer

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

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opportunities and threats; automation and advancement of technology

**Chapter No. 12** Definitions of Political Institution, Government, Governance and State

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

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

### **Text Books**

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

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

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

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ಇಂದಿರಾ, ಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

## **Sociology B A Model**

ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋದ ರಾಗೌ ಟ್ರಸ್ಟ್, ಮೈಸೂರು  
ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೂಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ  
ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು  
ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟಪೈ ಸನ್, ಮೈಸೂರು  
ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ(ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು  
ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು  
ಇಂದಿರಾ, ಆರ್ ೨೦೧೬, ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ 2009-2013 ರ ವರೆಗೆ  
ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ,  
ಮೈಸೂರು  
ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು  
ನಾಗೇಶ್ ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ,  
ಧಾರವಾಡ  
ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೨ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೨ ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೨ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ ೨೦೧೮, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಶಂಕರ ರಾವ್, ಚಿ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು  
ಶಂಕರ ರಾವ್, ಚಿ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ,  
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<https://www.asanet.org/sites/default/files/savvy/introsociology/>

[Documents/ActivitiesForExploringFamilyBobGreene.html](#) This site by American Sociological Association provides many examples for conducting activities related to family and marriage

[http://rchiips.org/nfhs/factsheet\\_NFHS-5.shtml](http://rchiips.org/nfhs/factsheet_NFHS-5.shtml) Data of National Family and Health Survey-5 is available for every district in this website

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<https://www.pewresearch.org/search/secular> Women in many countries face problem about their dress by religious groups/secular groups

<https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-first> Link to the complete report available along with resources like video etc.



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

***Suggested Activities***

***Unit 1: Family and Marriage***

- (1) *NFHS data related to Karnataka can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data*
- (2) *Students can interview a small sample of 10-15 persons, in the neighbourhood of their residence and elicit answers for two questions: (a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Size of*

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

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ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ಸೋಮಯ್ಯ, ಕೆ ಎನ್ ೧೯೮೯, ಸಮಾಜಶಾಸ್ತ್ರದ ಆಚಾರ್ಯರು, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು

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<https://plato.stanford.edu/entries/comte/>

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## **Unit 2 K Marx and G Simmel**

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<https://archive.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Weber.pdf>

[https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

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

## ***Suggested Activities***

### ***Unit 1***

- 1. Students can be made to sit in groups and discuss about the hierarchy of sciences that is seen in today's India - importance attached to Science, Technology, Engineering and Medicine (STEM) courses vis a vis social sciences and humanities using data from Ministry of Education (AISHE Survey results)*
- 2. Group discussion/role play on the coexistence of religion and science of modern Indian by way of students' identifying such instances in their daily life*
- 3. Presentation by students on consequences of accepting social evolution theory and its implication on welfare schemes*
- 4. Group discussion on how modern societies can be categorised in comparison with Spencer's typology.*

*Teachers may help the students through preparation and distribution of a handout (limited to one typed page) or a brief introductory lecture before group discussion or presentation by students and encourage them to actively*

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



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ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು

ನಾಗೇಶ್ ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

## **Sociology B A Model**

ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ  
ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು  
ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ,  
ಮಂಗಳೂರು  
ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೧೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ,  
ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ ಭಾಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

## **References**

[https://data.gov.in/catalogsv2?format=json&offset=0&limit=9&filters%5Bfield\\_sector%3Aname%5D=Rural&sort%5Bogpl\\_module\\_domain\\_name%5D=asc&sort%5Bcreated%5D=desc](https://data.gov.in/catalogsv2?format=json&offset=0&limit=9&filters%5Bfield_sector%3Aname%5D=Rural&sort%5Bogpl_module_domain_name%5D=asc&sort%5Bcreated%5D=desc) Website of Government of India related to data on rural development programmes and their beneficiaries

<https://www.india.gov.in/topics/rural> Government of India portal on Rural areas

[https://www.epw.in/system/files/pdf/1954\\_6/22/village\\_studies.pdf](https://www.epw.in/system/files/pdf/1954_6/22/village_studies.pdf) An Article by M N Srinivas on Village Studies

[https://www.epw.in/system/files/pdf/1960\\_12/37/the\\_myth\\_of\\_selfsufficiency\\_of\\_the\\_indian\\_village.pdf](https://www.epw.in/system/files/pdf/1960_12/37/the_myth_of_selfsufficiency_of_the_indian_village.pdf) An Article by Srinivas M N and A M Shah on The Myth of the Self-Sufficiency of Indian Village

<https://economics.mit.edu/files/511> An Article by Abhijit Banerjee and Lakshmi Iyer on - History, Institutions and Economic Performance: The Legacy of Land Tenure Systems in India

<http://www.isec.ac.in/Social%20Change-2015-Vaddiraju-605-12.pdf> Agricultural Labour and Gender Dimension: A Note

<http://agropedia.iitk.ac.in/content/panchayati-raj-rural-development-perspective>

[https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr\\_punjab/sdrpun\\_ch5.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/stateplan/sdr_punjab/sdrpun_ch5.pdf) A Niti Aayog Report

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

**Text Books:**

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

<b>Content of Open Elective 2: Social Development in India</b>		<b>39 Hrs</b>
<b>Unit - 1</b>	<b>Social Change and Development</b>	<b>13</b>
<b>Chapter No. 1:</b> Rethinking Development: From economic development to social development and Human Development Index (HDI)		
<b>Chapter No. 2:</b> Development: Concept - changes in values and social relations as development; S C Dube's contributions; Importance of Social Development		
<b>Chapter No. 3:</b> Indian thinking about Social Development - Swami Vivekananda, Ravindranath Tagore, M K Gandhi and Dr B R Ambedkar		
<b>Unit - 2.</b>	<b>Components of Social Development</b>	<b>14</b>
<b>Chapter No. 4:</b> Political Freedom, Economic Facilities		
<b>Chapter No 5:</b> Social Opportunities, Transparency, Security		
<b>Unit - 3</b>	<b>Challenges to Social Development</b>	<b>12</b>
<b>Chapter No. 6:</b> Sustainable and Inclusive Development, Environmental Sustainability		
<b>Chapter No. 7:</b> Responsible Private Corporations, Redressing Regional Imbalance, Harnessing Demographic Dividend		

**Text Books**

So, Alvin Y 1990 Social Change and Development . Sage Publication.

Sen, Amartya 1999 Development as Freedom, Oxford University Press, Delhi

Rai, Hirendranath 2013 Economic Thinking of Swami Vivekananda, Mahatma Gandhi and Ravindranath Tagore : Advaita Ashrama Calcutta

Dayal, P 2006 Gandhian Theory of Reconstruction. Atlantic

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

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

Pearson, P W 1996 Post -Development Theory. Sage Publication





# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Options for  
Under Graduate Course- as per NEP 2020)**

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

**2022-23 onwards**



# ನಗರ ವಿಶ್ವವಿದ್ಯಾಲಯ ಬೆಂಗಳೂರು

ಡಾ.ಎ.ರಾಮೇಗೌಡ

ಪ್ರಾಧ್ಯಾಪಕರು ಹಾಗೂ ಅಧ್ಯಕ್ಷರು, ಬಿ.ಓ.ಎಸ್.(ಯು.ಜಿ)

No:BCU/BoS/Sociology-PG/

:2022-23

ದಿನಾಂಕ:12-10-2022

ದಿನಾಂಕ: 12-10-2022 ರಂದು ಸಂಜೆ 4-00ಕ್ಕೆ ನಡೆದ ಸ್ನಾತಕ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ (Online) ಸಭಾ ನಡವಳಿಗಳು

ಸಭೆಯಲ್ಲಿ ಹಾಜರಿದ್ದ ಸದಸ್ಯರು:

1. ಡಾ. ಎ.ರಾಮೇಗೌಡ, ಬಿ.ಓ.ಎಸ್(ಯು.ಜಿ) - ಅಧ್ಯಕ್ಷರು
2. ಡಾ.ಎನ್.ರಘುಕುಮಾರ್, - ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online
3. ಶ್ರೀ. ಹನುಮಂತರಾಯ - ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online
4. ಡಾ ಶಶಿಕಲಾ ಎಸ್ - ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online
5. ಶ್ರೀಮತಿ ದೀಪಾ - ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online

ಸಭೆಯಲ್ಲಿ ಅನುಮತಿಯೊಂದಿಗೆ ಗೈರು ಹಾಜರಾದ ಸದಸ್ಯರು:

1. ಶ್ರೀಮತಿ ಕವಿತಾ .ವಿ - ಬಾಹ್ಯ ಸದಸ್ಯರು
2. Mrs. Arifa Begum - ಬಾಹ್ಯ ಸದಸ್ಯರು
3. Mrs. Manjula D - ಬಾಹ್ಯ ಸದಸ್ಯರು
4. ಡಾ.ವೀಣಾ ರಾಣಿ ಪಿ - ಬಾಹ್ಯ ಸದಸ್ಯರು
5. ಡಾ. ಲತಾ ಬಿ.ಆರ್ - ಬಾಹ್ಯ ಸದಸ್ಯರು

ಪ್ರಾರಂಭಿಕವಾಗಿ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಗೆ ಆಗಮಿಸಿದ ಸದಸ್ಯರನ್ನು ಪ್ರೊ. ಎ.ರಾಮೇಗೌಡ ಅಧ್ಯಕ್ಷರು, ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ ಇವರು ಸ್ವಾಗತಿಸುವುದರೊಂದಿಗೆ ಸಭೆಯು ಪ್ರಾರಂಭವಾಯಿತು. ಅನಂತರ ಸಭೆಯ ಕಾರ್ಯಸೂಚಿಯ ಪ್ರಕಾರ ವಿಷಯಗಳನ್ನು ಚರ್ಚೆಗಾಗಿ ತೆಗೆದುಕೊಳ್ಳಲಾಯಿತು.

ಕ್ರಮ ಸಂಖ್ಯೆ	ವಿಷಯ	ನಿರ್ಣಯ
1	ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020(ಎನ್.ಇ.ಪಿ.2020) ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಬಗ್ಗೆ.	ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020 ರ ಬಗ್ಗೆ ಚರ್ಚಿಸಿ ಅನುಮೋದಿಸಿತು.
2.	ಸೆಮಿಸ್ಟರ್ 3 ಮತ್ತು 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ನ ಬಿ.ಎ ಪಠ್ಯಕ್ರಮ ಕುರಿತು.	2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಬಿ.ಎ 3 ಮತ್ತು 4ನೇ ಸೆಮಿಸ್ಟರ್‌ನ ಪಠ್ಯಕ್ರಮವನ್ನು ಕುರಿತು ಸುದೀರ್ಘವಾಗಿ ಚರ್ಚಿಸಲಾಯಿತು ಹಾಗೂ ಅನುಮೋದಿಸಲಾಯಿತು.



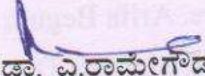
ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಅಧಿಕಾರ ವಹಿವಾಟು ಇಲಾಖೆ

3.	2023ನೇ ಸಾಲಿನ ಪರೀಕ್ಷಕರ ಪಟ್ಟಿ ಅನುಮೋದನೆ ಕುರಿತು.	ಅಧ್ಯಕ್ಷರು ಮತ್ತು ಸದಸ್ಯರು, 2022-23ನೇ ಸಾಲಿನ ಪರೀಕ್ಷಕರ ಪಟ್ಟಿಯನ್ನು ಪರಿಶೀಲಿಸಿ ಪರಿಷ್ಕರಿಸಲಾಯಿತು. ಸದರಿ ಪಟ್ಟಿಯನ್ನು ಪ್ರತ್ಯೇಕವಾಗಿ ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಇವರಿಗೆ ಮುಂದಿನ ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ ಕಳುಹಿಸಿಕೊಡಲು ತೀರ್ಮಾನಿಸಲಾಯಿತು.
4.	ಅಧ್ಯಕ್ಷರ ಅಪ್ಪಣೆಯ ಮೇರೆಗೆ ಇತರ ವಿಷಯಗಳು	ಯಾವುದೇ ವಿಷಯಗಳು ಇರುವುದಿಲ್ಲ.

ಅಧ್ಯಕ್ಷರು ಸಭೆಗೆ ಆಗಮಿಸಿದ ಎಲ್ಲ ಸದಸ್ಯರುಗಳಿಗೆ ಹೈತ್ರ್ಪರ್ವಕವಾಗಿ ವಂದಿಸಿದ ನಂತರ ಸಭೆಯ ಕಲಾಪಗಳು ಮುಕ್ತಾಯವಾಯಿತು.

ಸಭೆಯಲ್ಲಿ ಹಾಜರಿದ್ದ ಸದಸ್ಯರು:

- |                                    |   |                              |
|------------------------------------|---|------------------------------|
| 1. ಡಾ. ಎ.ರಾಮೇಗೌಡ. ಬಿ.ಟಿ.ಎಸ್(ಯು.ಜಿ) | - | ಅಧ್ಯಕ್ಷರು                    |
| 2. ಡಾ.ಎನ್.ರಘುಕುಮಾರ್,               | - | ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online |
| 3. ಶ್ರೀ. ಹನುಮಂತರಾಯ                 | - | ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online |
| 4. ಡಾ ಶಶಿಕಲಾ ಎಸ್                   | - | ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online |
| 5. ಶ್ರೀಮತಿ ದೀಪಾ                    | - | ಬಾಹ್ಯ ಸದಸ್ಯರು Present Online |

  
ಡಾ. ಎ.ರಾಮೇಗೌಡ

ಅಧ್ಯಕ್ಷರು ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ  
ನಗರ ವಿಶ್ವವಿದ್ಯಾಲಯ  
ಬೆಂಗಳೂರು


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<b>NEP-2020 - B A., SOCIOLOGY: Model Syllabus - List of Papers</b>			
<b>Semester</b>	<b>Paper</b>	<b>Title of paper</b>	<b>Credits</b>
<b>03</b>	<b>DSC -05</b>	Social Stratification and Mobility	<b>3</b>
	<b>DSC -06</b>	Sociology of Urban Life in India	<b>3</b>
	<b>OE-03</b>	01: Sociology of Tourism and Management / 02: Sociology of Youth	<b>3</b>
<b>04</b>	<b>DSC -07</b>	Sociology of Marginalised Groups	<b>3</b>
	<b>DSC -08</b>	Population and Society	<b>3</b>
	<b>OE-04</b>	01 : Sociology of Leisure / 02: Sociology of Food Culture	<b>3</b>
		<b>TOTAL</b>	<b>18</b>

### **Model Curriculum**

<b>Type of Course</b>	<b>Formative Assessment / IA</b>	<b>Summative Assessment</b>
<b>Theory</b>	<b>40</b>	<b>60</b>

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# BENGALURU CITY UNIVERSITY BANGALORE

MODEL CURRICULUM - Discipline Core: SOCIOLOGY

Year of Implementation: Academic year 2022-23 onwards

## B.A. Semester – III

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

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

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### Reference Books

- Dirks, Nicholas B 2001, Castes of Mind: Colonialism and the Making of Modern India, Princeton University Press, Princeton
- Grusky, Nicholas B and Jasmine Hill, 2018 Inequality in the 21<sup>st</sup> Century, Routledge, New York
- Hess, Andreas, 2001, Concepts of Social Stratification, Palgrave, New York
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2<sup>nd</sup> Edition, Routledge, London
- Sarkar, Sumit and Tanika Sarkar (Eds) 2014, Caste in Modern India, Vol.1, Permanent Black, Ranikhet
- Sharma, K L 2001, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi
- Tumin, Melvin M Social Stratification, Prentice-Hall India, New Delhi
- Wright, Erik Olin 2000 Class Counts, Cambridge University Press, Cambridge
- ಶಂಕರರಾವ್, ಚನ (2014) ಸಾಮಾಜಿಕಸ್ತರವಿನ್ಯಾಸಮತ್ತುಚಲನೆ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರರಾವ್, ಚನ (2015) ಭಾರತೀಯಸಮಾಜ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು

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

- Johnston, Josee and others 2017, Introducing Sociology: Using the Stuff of Everyday Life, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, Sociology Through Active Learning, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- Rao, Shankar C N (2019) Sociology: Principles of Sociology with an Introduction to Social Thought, S Chand and Co, Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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## B.A. Semester – III

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

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



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### Reference Books

- Flanagan, William G 2010, Urban Sociology: Images and Structures, 5<sup>th</sup> Edition, Bowman and Littlefield Publishers Inc, New York
- Gottdiener, Mark H & Others, 2015, The Urban Sociology, Routledge, New York
- Hannigan, John and Grey Richards (Ed) 2017 The Sage Handbook of New Urban Studies, Sage London
- Karp, David A & others, 2015, Being Urban: A Sociology of City Life, 3<sup>rd</sup> Edition, Praeger, California
- LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6<sup>th</sup> Edition, Routledge, New York
- Lin, Jan & C Mele (Eds) 2013, The Urban Sociology Reader, Routledge, New York
  
- Miles, Malcolm & Tim Hall 2004 The City Cultural Reader, 2<sup>nd</sup> Edition, Routledge, New York
- Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi
- ಶಂಕರರಾವ್, ಚ. ನ (೨೦೧೫) ನಗರಸಮಾಜಶಾಸ್ತ್ರ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರರಾವ್, ಚ. ನ (೨೦೧೫) ಭಾರತೀಯಸಮಾಜ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಮುಳುಗುಂದ, ಐ.ಸಿ (೨೦೧೫) ಭಾರತದನಗರಸಮಾಜ, ಸೃಷ್ಟಿಪ್ರಕಾಶನ, ಧಾರವಾಡ

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

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

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## B.A. Semester – III

<b>Content of OE : Sociology of Tourism and Management</b>	
<b>Total Contact Hours: 39</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

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### **Reference Books**

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

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

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

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## B.A. Semester – III

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

<b>Content of OE 03: Sociology of Youth</b>	<b>39 Hrs</b>
<b>Unit – 1. Age Groups and Social Structure</b>	<b>13</b>
<b>Chapter No. 1.</b> Age Differentiation, Age Groups. Age Sets; Problem of Generations; Cultural Lag (W F Ogburn); Structural Lag (Riley)	5
<b>Chapter No.2.</b> Youth Cultures, Subcultures, Counter Culture, Contra Culture	4
<b>Chapter No.3.</b> Response of Youth to Caste and Class Inequalities	4
<b>Unit – 2. Youth and Society</b>	<b>13</b>
<b>Chapter No. 4.</b> Youth, Leisure and Music	4
<b>Chapter No.5.</b> Globalisation of Youth Culture; Marketing Youth Culture	4
<b>Chapter No.6.</b> Meaning: Youth, Media and Technology	5
<b>Unit – 3. Youth and Social Concerns</b>	<b>13</b>
<b>Chapter No.7.</b> Youth, Protest and Violence: Social, Political and Economic Issues	4
<b>Chapter No.8.</b> Youth, Peer Groups and Drug Culture	4
<b>Chapter No.9.</b> Youth, Nationalism and Globalisation	5

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### Reference Books

- Dannie Kjeldgaard, Søren Askegaard, The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *Journal of Consumer Research*, Volume 33, Issue 2, September 2006, Pages 231–247, <https://doi.org/10.1086/506304>
- Edmunds, June; Turner, Bryan S. (2005). "Global Generations: Social Change in the Twentieth Century". *British Journal of Sociology*. 56 (4): 559–577. doi:10.1111/j.1468-4446.2005.00083
- Gangrade, K D 1970, Intergenerational Conflict: A Sociological Study of Indian Youth, *Asian Survey*, Vol.10, No.10. pp.924-36
- Jeffrey, Craig 2010, Timepass: Youth, class and time among unemployed young men in India, *American Ethnologist*, Vol.37, No.3, pp.465-481
- Katzenstein, Mary F 1977, Mobilisation of Indian Youth in the Shiv Sena, *Pacific Affairs*, Vol.50. No.2, pp.231-248
- Lukose, Ritty 2005, Consuming Globalisation: Youth and Gender in Kerala, India, *Journal of Social History*, Vol.38, No.4, pp.915-935
- Mannheim, Karl (1952)"The Problem of Generations". In Kecskemeti, Paul (ed.). *Essays on the Sociology of Knowledge: Collected Works*, Volume 5. New York: Routledge. p. 276–322
- Mathur, Charu & others 2014, Change in Tobacco Use Over Time in Urban Indian Youth: The Modernity Role of Socioeconomic Status, *Health, Education & Behaviour*, Vol.41, No.2, pp.121-126
- Riley, Matilda White 1987, On the Significance of Age in Sociology, *American Sociological Review*, Vol.52, No.1, pp.1-14

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

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



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## B.A. Semester – IV

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

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

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### Reference Books

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

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

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

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## B.A. Semester – IV

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

<b>Content of Course 08: Population and Society</b>	<b>42 Hrs</b>
<b>Unit – 1. Introduction</b>	<b>14</b>
<b>Chapter No. 1. Meaning and Definitions of Population, Relationship between Society and Population</b>	4
<b>Chapter No.2. Global Population Trends: Role of Fertility, Mortality and Migration; Power of Doubling</b>	5
<b>Chapter No.3. Age and Sex Composition in India and its Impact; Demographic Dividend</b>	5
<b>Unit – 2. Sources of Demographic Data</b>	<b>14</b>
<b>Chapter No. 4. Population Census: Uses and Limitations; Indian Censuses</b>	6
<b>Chapter No.5. Vital Registration System</b>	4
<b>Chapter No.6. National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)</b>	4
<b>Unit – 3. Population Theories and Policy</b>	<b>14</b>
<b>Chapter No.7. Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory</b>	6
<b>Chapter No.8. Need of Population Policy; Millennium Development Goals and Sustainable Development Goals</b>	4
<b>Chapter No.9.; Population Policy of India; Programmes and their Evaluation</b>	4

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### Reference Books

- Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.
- Ahuja, Ram. (1992) Social problems in India. Jaipur, Rawat Publications.
- Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub. House.
- Bogue, D. J. (1969) Principles of demography. New York: Wiley.
- Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi
- Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi.
- Census of India Report, GOI, New Delhi.
- Kingsley Davis. (1951) The Population of India and Pakistan. Princeton, N. J.: Princeton Univ. Press.
- Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
- Rao, Shankar (2021) Sociology of Indian Society, 16<sup>th</sup> Reprint, S Chand and Co, New Delhi
- Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University Press. Delhi.
- ರಾಜಶೇಖರ, ಎಸ್ (೨೦೧೩) ಜನಸಂಖ್ಯಾಶಾಸ್ತ್ರ, ಮೈಸೂರುಬುಕ್ಹೌಸ್, ಮೈಸೂರು
- ಶಂಕರರಾವ್, ಚನ (೨೦೧೬) ಭಾರತೀಯಸಮಾಜ, ಜೈಭಾರತಪ್ರಕಾಶನ, ಮಂಗಳೂರು

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

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

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## B.A. Semester – IV

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

<b>Content of OE 04: Sociology of Leisure</b>	<b>39 Hrs</b>
<b>Unit – 1. Introduction</b>	<b>13</b>
<b>Chapter No. 1.</b> Definition of Leisure and its Attributes; Need for the study of Leisure as Social Activity	4
<b>Chapter No.2.</b> Leisure, Recreation, Play, Pleasure and Leisure Identity; Leisure, Work and Post work	4
<b>Chapter No.3.</b> Types of Leisure: Serious, Casual, Postmodern, Therapeutic	5
<b>Unit – 2. Constraints on Leisure Participation</b>	<b>13</b>
<b>Chapter No. 4.</b> Class Inequality and Exclusion from Leisure Participation	4
<b>Chapter No.5.</b> Leisure Participation and Gender Relations - Leisure and Beauty System	4
<b>Chapter No.6.</b> Leisure Participation, Age and Disability	5
<b>Unit – 3. Commodification of Leisure</b>	<b>13</b>
<b>Chapter No.7.</b> Cinemas, OTTs and Reality T V	4
<b>Chapter No.8.</b> Leisure and Sports - Adding Leisure Value like branded goods (Sony Walkman, iPod, Nike, Coke etc.); Malls as areas of Leisure	4
<b>Chapter No.9.</b> Social Media as Leisure Activity - Role in Identity Building	5



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### **Reference Books**

- Best, Shaun 2010, Leisure Studies: Themes and Perspectives, Sage, New Delhi
- Harris, David 2005, Key Concepts in Leisure Studies, Sage, New Delhi
- Rojek, Chris 2000 Leisure and Culture, Palgrave Macmillan, New York
- Rojek, Chris and others 2006, A Handbook of Leisure Studies, Palgrave Macmillan, New York
- Spracklen, Karl 2015 Digital Leisure, the Internet and Popular Culture, Palgrave Macmillan, New York

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

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

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## B.A. Semester – IV

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

<b>Content of OE 04: Sociology of Food Culture</b>	<b>39 Hrs</b>
<b>Unit – 1. Introduction</b>	<b>13</b>
<b>Chapter No. 1.</b> Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change	5
<b>Chapter No.2.</b> Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian	4
<b>Chapter No.3.</b> Local Food Cultures and Taste for Exotic	4
<b>Unit – 2. Food from Domestic to Industry</b>	<b>13</b>
<b>Chapter No. 4.</b> Industrialization of Food Production and Distribution	5
<b>Chapter No.5.</b> Hotels, Restaurants and Catering Sector	4
<b>Chapter No.6.</b> Cooking as duty and cooking for self-pleasure	4
<b>Unit – 3. Food and Risk Society</b>	<b>13</b>
<b>Chapter No.7.</b> Diet and Body: Social Appearance and Beauty	4
<b>Chapter No.8.</b> Global Overview: Consumption: Patterns and Reasons; Overeating, Under-eating and Hunger	4
<b>Chapter No.9.</b> GM Foods, Organic Foods and Modern Food Practices as Risk Factor	5

[Type text]

### **Reference Books**

- Beardsworth, Alan and Teresa Keil, 1997, *Sociology on the Menu: An invitation to the study of food and society*, Routledge, London
- Beck, Ulrich 1992, *Risk Society: Towards a New Modernity*, Sage Publications
- Carolan, Michael, 2012, *The Sociology of Food and Agriculture*, Routledge, London
- *Food Marketing to Children and Youth*, 2006, Institute of Medicine, USA
- German, John and Lauren Williams (Eds) 2017, *A Sociology of Food and Nutrition: The social appetite*, Oxford University Press, Australia
- McIntosh, Wm.Alex, 1996, *Sociologies of Food and Nutrition*, Springer, New York
- Murcott, Anne (Ed) 1983, *The Sociology of Food and Eating*, Digitised by Google
- Poulain, Jean-Pierre, 2017, *The Sociology of Food: eating and the place of food in society*, Tr by Augusta Dorr, Bloomsbury, UK
- Rastogi, Sanjeev (Ed) 2014, *Ayurvedic Science of Food and Nutrition*, Springer, New York

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

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



# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Options for  
Under Graduate Course)**

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

**2023-24**

### BoS Proceedings of Department of Sociology

A meeting of BoS (UG) Sociology was convened on 21-08-2023, at 11.00 am, CBSMS Board room, Bengaluru City University to discuss the following agenda.

#### Agenda :

1. NEP-2020 5<sup>th</sup> and 6<sup>th</sup> Semester Syllabus discussion and approval
2. To consider the Updating of BoE (UG) Panel

#### Resolution :

1. It is resolved to approve the syllabus as per NEP-2020 provided by State Committee. (enclosed document of 24 pages)
2. It is resolved to update the BoE panel for academic year 2023-24 and same has been submitted to the Registrar Evaluation

#### Members Present :

1. Prof. Jayashree S  
Chairperson, BoS
2. Dr Shashikala S  
Member
3. Mrs Deepa S V  
Member
4. Mr. Hanumantharaya  
Member
5. Dr N Raghukumara  
Member
6. Dr Veena Rani P  
Member
7. Dr Latha B R  
Member
8. Dr Savitha B C  
Co-opt Member

#### Signature

21/8/23

S. Shashikala 21/8/23

21/8/2023

21/8/23

21/8/23

21/8/23

Savitha B.C 21/8/2023

#### Members Absent:

1. Mrs Kavitha V
2. Mrs Arifa Begaum
3. Mrs Manjula D



## Bengaluru City University, Bengaluru

### B.A.in Sociology

Effective from 2023-24

Sem.	Type of Course	Theory / Practical	Course Code	CourseTitle	Instru ction hour/ week	Total hours / sem	Duratio n of Exam	Marks			Credits
								Form ative	Sum mati ve	Total	
V	DSCC-9	Theory	<b>SOC C9</b>	Social Entrepreneurship	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	<b>SOC C10</b>	Society and Tribes	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	<b>SOC C11</b>	Statistics in Sociological Research	04hrs	56	02 hrs	40	60	100	04
	SEC-04	Theory	<b>SOC- SEC04</b>	Society, Health and Social Care Or Cyber Security	03 hrs	39	90 mins	20	30	50	03
<b>Total</b>											<b>15</b>
VI	DSCC-12	Theory	<b>SOC C12</b>	Sociological Perspectives	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	<b>SOC C13</b>	Sociology of Health	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	<b>SOC C14</b>	Society in Karnataka	04hrs	56	02 hrs	40	60	100	04
					Internship/Dissertation*	02 hrs	26	-	50	0	50
<b>Total</b>											<b>14</b>

\* BoS committee has decided to invite one of the faculties from Cognate Subject for Viva-Voce/Presentation.

**B.A. Semester – V**  
**Discipline Specific Course (DSC)-9**

**Course Title: Social Entrepreneurship**  
**Course Code: SOC C9**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-9</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

- CO1 : Provide knowledge about social entrepreneurship
- CO2 : To help them to start their own social enterprise or NPO
- CO3 : Understand the scope and need for social entrepreneurship
- CO4 :: Plan and implement socially innovative ideas in the areas of entrepreneurship

<b>DSC SOC C9 -Content of Course : Social Entrepreneurship</b>	<b>56 Hrs</b>
<b>Unit 1 Fundamentals of Social Entrepreneurship</b>	<b>14</b>
<b>Chapter 1</b> Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relation between Social Change and Social Entrepreneurship <b>Chapter 2</b> : Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Hybrid Models of Social Entrepreneurship <b>Chapter 3</b> : Identifying social business opportunities	
<b>Unit 2 Establishment of Non-Profit Organizations</b>	<b>14</b>
<b>Chapter 4</b> Concept of Non-Government Organizations. <b>Chapter 5</b> : Objectives and establishment of Non-Profit organizations (NPOs) ; Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs <b>Chapter 6</b> Social Values of NPOs: Mission and Vision; Memorandum of Agreement (MoA) and Bye-Laws	

<b>Unit 3 Management and Financing</b>	<b>14</b>
<p><b>Chapter 7</b> Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p><b>Chapter 8</b> Project Management ( Definition of Concept; Identification of Project) ; Proposal Development ( Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal )</p> <p><b>Chapter 9</b> : Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>	
<b>Unit 4 Case Studies</b>	<b>14</b>
<p><b>Chapter 10</b> Pratham, RUDSET and Vivekananda Girijana Kalyana Kendra,</p> <p><b>Chapters 11 &amp; 12</b> Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)</p>	

### ***Suggested Internet Resources***

#### ***Unit 1***

<https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf>

<https://www.adb.org/sites/default/files/institutional-document/826606/adou2022bn-social-entrepreneurship-definition-philippines.pdf>

[https://web.mit.edu/sloan2/dese/readings/week01/Martin Osberg SocialEntrepreneurship.pdf](https://web.mit.edu/sloan2/dese/readings/week01/Martin%20Osberg%20SocialEntrepreneurship.pdf)

[https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP\\_09.pdf](https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf)

[https://business.expertjournals.com/ark:/16759/EJBM\\_710mthembu147-177.pdf](https://business.expertjournals.com/ark:/16759/EJBM_710mthembu147-177.pdf)

<https://isfcolombia.uniandes.edu.co/images/201519/LRD32.pdf>

<https://www.hec.edu/en/faculty-research/centers/society-organizations-institute/think/so-institute-executive-factsheets/what-social-business>

<https://socialtrendspot.medium.com/what-is-the-difference-between-social-innovation-social-enterprise-social-entrepreneurship-fe3fce7bf925>

<https://www.albany.edu/faculty/miesing/teaching/socent/3> Recognizing Social Opportunities.pdf

#### ***Unit 2***

<http://eprints.lse.ac.uk/29032/1/cswp3.pdf> Defining the non-profit sector

<https://prosper-strategies.com/seven-nonprofit-core-values-examples/>

#### ***Unit 3***

<https://www.intechopen.com/chapters/55499>

<https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project Planning: Project development is,lot of research and planning.>

<https://www.pm4dev.com/resources/manuals-and-guidelines/117-guide-for-ngo-s-project-preparation-and-management-euroaid/file.html>

<http://www.pm4ngos.org/wp->

### Reference Books

- Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press
- Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California
- Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons
- Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins
- Durieux, Mark B. And R A Stebbins 2010, Social 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 Ch 11 and 12 of Unit 4	30
Written Test	10
<b>Total</b>	<b>40</b>





**B.A. Semester – V**  
**Discipline Specific Course (DSC)-10**

**Course Title: Society and Tribes**

**Course Code: SOC C10**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-10</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

**to:**

**CO 1:** Gain basic knowledge about social organisation of tribals

**CO 2:** Critically understand the implications of changes occurring in tribal life

**CO 3:** Undertake micro research work

**CO4:** Assess the impact of social changes on tribal social life

<b>DSC SOC C10 -Content of Course : Society and Tribes</b>	<b>56 Hrs</b>
<b>Unit – 1 Concepts and Categories</b>	<b>14</b>
<p><b>Chapter 1:</b> Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India, Tribes of Karnataka</p> <p><b>Chapter 2:</b> Meaning of: Hadis(Settlements), Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations</p> <p><b>Chapter 3:</b>Social System, Legal System, Political System, Economic System, Religion and Magic</p>	
<b>Unit – 2 Changes and Development Issues</b>	<b>14</b>
<p><b>Chapter 4:</b> Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation among Tribes</p> <p><b>Chapter 5:</b> Tribalisation, Detribalisation, Retribalisation</p> <p><b>Chapter 6:</b> Tribal Development and Welfare: (Policy of Assimilation, Isolation and Integration); Problems of Tribes ( Exploitation, Land Alienation, Unemployment); Cultural Transformation of Tribes. Scheduled Areas, Tribal Justice and Modern Law</p>	

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

### Reference Books

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

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

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

## B.A. Semester V

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

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

**Completion of DSC1-DSC8**

### Course Objectives

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

### Course Outcomes (COs) for DSC 11:

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

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

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

### Articulation Matrix for Course 11: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Use appropriate research method	X		X	X	X	X			
Use appropriate statistical techniques			X	X	X	X			
Summarise data, examine relationships among variables			X	X	X	X		X	X

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

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



## Reference Books

Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.

Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in Statistical Computing for the Social Scientist, New York: John Wiley and Sons.

Babbie, Earl 2013 The Practice of Social Research, Cengage, 13<sup>th</sup> Edition

Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4<sup>th</sup>Ed. The Free Press, New York

Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin

Hyman.Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, McGraw Hill

New York Gupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya

Publishing House.Gupta, S.C. (1985). Statistical Methods, New Delhi: S.Chand and Sons.

Irvine, J. I. Miles and J.Evans eds. (1979). Demystifying Statistics, London: Pluto

Press.Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill.

Luker, Kristin 2008 Salsa Dancing into the Social Sciences, Harvard University Press, Harvard

Rajaraman, V. (2004). Fundamentals of Computers, New Delhi: Prentice Hall.

Shipman, Martin (1998). The Limitations of Statistics, London: Longman.

Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi

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

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

## SEC-4

### Society, Health and Social Care

Total Credits : 3

Per week : 3 hours

Teaching Hours : 39

#### Course Objectives

The main objectives of the course are to :

- Enable the students to acquaint with the basic concepts related to health, health care and social care
- Create awareness regarding the determinants of health and social care
- Identify the stake holders of health and social care and motivating them to appreciate the significance of medical intervention for the prevention and control of contagious diseases

#### Course Outcomes

1. This course helps the learners gain knowledge about basic concepts of health care and social well being.
2. Learners will be able to identify the main stakeholders of health care
3. Learners develop knowledge to grasp the significance of both formal and informal social care agencies.
4. It equips the learner to identify his role in taking care of aged, sick and children in his family

#### Unit 1 Introduction

(15Hours)

(A) Concept of Health and Health Care

(B) Concept of Social care and social well being

(C) Socio –cultural factors or determinants of health and social care. (Culture, ethnicity income, caste class, housing, geography and relationships)

#### Unit 2 Stake holders of Health and social care

(15 Hours)

(A) Human and social development stages (Infancy, childhood, adolescents and adulthood ( early adulthood, middle adulthood and later adulthood)

(B) Health and social care of Children, women and older people

(C) Health and social care of people : people with chronicle illness, Dementia patients, physically and mentally challenged and depressed

#### Unit 3 Integrated Social care

(15 Hours)

(A) Informal Social care (Family, friends, neighborhood and religion)

(B) Formal Social care (Hospital, day care centres/ Crèches, Women State Home, Voluntary agencies and Different Helpline)

(C) Social care during Covid 19 and other contagious diseases

#### Suggested Activities

##### Unit 1 : Introduction

1. Group Discussion can be organized on socio-cultural determinants of health;
2. Students can be encouraged to participate in group discussion on socio-cultural determinants of social care
4. A discussion can be conducted on importance of health care in the light of changing role of social institutions.

5. Students can be asked to visit slums to examine the relationship between income, housing and health

### **Unit 2: Stakeholders of Health and Social Care**

1. Visiting Primary Health Centers/ old age homes/Orphanages/Day care centres/Women State homes/Correctional institutions and preparing the fieldwork report.
2. Group Discussion can be conducted on evolution of institutionalized social care institutions in India
3. Themes like caring the physically and mentally challenged, caring the dementia patients can be assigned to group of students for discussion.
4. Students can be motivated to study the care institutions available for women in distress.
5. Visiting the orphanages to study the care pattern shown to orphans and debased children.

### **Unit 3 : Integrated Social Care**

1. Students can be encouraged to discuss the role of informal social care shown by family, friends, neighborhood and religion.
2. Group Discussion can be conducted on the relevance of informal social care arrangements in urban India.
3. Students can be encouraged to present seminar on role of Institutional social care arrangements
4. Students can be motivated to visit voluntary organizations operating in the areas of social care.
5. A group discussion can be arranged on how changes in social institutions are posing challenge to social care arrangements;
6. Issues like pressure on health care institutions during pandemic, earthquakes, floods can be discussed.

### **Suggested Internet Resources**

#### **Unit 1 : Introduction**

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5778676/>  
<https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4a-concepts-health-illness/se>  
<https://www.jaypeedigital.com/eReader/chapter/9789352500215/ch1>  
<https://www.sciencedirect.com/topics/medicine-and-dentistry/determinants-of-health>  
<https://www.cdc.gov/socialdeterminants/about.html>  
<https://www.ncbi.nlm.nih.gov/books/NBK201298/>  
<https://www.scielo.br/j/sausoc/a/PxrHjYRS8ZgbcWs8drqgChr/?lang=en&format=pdf>

#### **Unit 2 : Stakeholders of health and Social Care**

- <https://www.slideshare.net/AbhishekMasih14/major-stakeholders-in-health-care-system>  
<https://www.ahrq.gov/patient-safety/settings/long-term-care/resource/hcbs/medicaidmgmt/mm2.html>  
[http://stanfeld.com/the\\_most\\_import/](http://stanfeld.com/the_most_import/)  
<http://www.genderwork.ca/cpd/modules/health-social-care/>  
<https://unioncsw.world-psi.org/news/women-in-social-care-and-the-crises-of-our-time?lang=en>

#### **Unit 3 : Integrated Social Care**

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4992501/>  
<https://www.sciencedirect.com/science/article/pii/S0378512212003465>  
[https://unece.org/DAM/pau/age/Policy\\_briefs/ECE\\_WG1\\_31.pdf](https://unece.org/DAM/pau/age/Policy_briefs/ECE_WG1_31.pdf)  
<https://bmcgeriatr.biomedcentral.com/articles/10.1186/s12877-019-1068-4>  
<https://nursinganswers.net/essays/the-informal-and-formal-carers-health-and-social-care-essay.php>

<https://www.cairn.info/revue-economie-et-prevision-2019-2-page-91.htm>

#### **Suggested Books**

1. Albrecht, Gary, L & Fitzpatrick, R (1994) Quality of Life in Health care : Advances in Medical Sociology, Jai Press, Mumbai

2. Coe, Rondney, M (1970,)Sociology of Medicine, McGraw Hill, New York
3. Cockerham, William,C, (1997) Medical Sociology, Prentice Hall, New Jersey
4. Cockerham, Willam,C, (1997) Reading in Medical Sociology, Prentice Hall, New Jersey
5. Conard,Peter, et al. (2000) Handbook of Medical Sociology, Prentice Hall, New Jersey
6. Dasgupta,R (1993) Nutritional Planning in India, NIN, Hyderabad
7. Nayar, K R (1998) Ecology and Health: A System Approach, APH Publishing, New Delhi
8. Venkataratnam, R (1979) Medical Sociology in an Indian Setting, Macmillan, Madras.
9. Peter E.S Freund &Meredith.B,McGuire (1995) Health, Illness & Social body- A critical Sociology, ,Prentice hall inc.
10. Janardan Subedi & Eugene B.Gallagher (1996) Society, Health & Disease-Transculture Perspectives, Prentice hall inc.
11. K.Park (2013) Park's textbook of Preventive & Social medicine, , M/S BanarsidasBhanot Publishers, Jaipur,.
12. Richard T Schaefer (2011), Sociology : A Brief Introduction, Ninth Edition, Tat McGraw Hill Education Pvt. Ltd, New Delhi.

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

**B.A. Semester – VI**  
**Discipline Specific Course (DSC)-12**

**Course Title: Sociological Perspectives**

**Course Code: SOC C12**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-11	Theory	04	04	56 hrs.	2hrs.	40	60	100

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

- CO 1: Understand** major Sociological theoretical approaches
- CO 2:** Compare and contrast the different theoretical perspectives
- CO 3:** Appreciate the significance of major Sociological theories
- CO 4:** Able to use fundamental theoretical categories

<b>DSC SOC C12 - Content of Course : Sociological Perspectives</b>	<b>56 Hrs</b>
<b>Unit 1 Basics of Theory</b>	<b>14</b>
<b>Chapter 1 :</b> Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro <b>Chapter 2 :</b> Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking <b>Chapter 3:</b> Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation	
<b>Unit 2 Structural Functional Perspective</b>	<b>14</b>
<b>Chapter 4:</b> Origin of Functionalism and Structuralism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction <b>Chapter 5 :</b> Postulates of Functional Analysis <b>Chapter :6</b> Neo-functionalism	
<b>Unit 3 Conflict Perspective</b>	<b>14</b>
<b>Chapter 7:</b> Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony <b>Chapter 8 :</b> Process of Social Conflict and Social Change; <b>Chapter 9 :</b> Functions of Social Conflict	

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

**Reference Books**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**B.A. Semester – VI**  
**Discipline Specific Course (DSC)-13**

**Course Title: Sociology of Health**

**Course Code: SOC C13**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-12	Theory	04	04	56 hrs.	2hrs.	40	60	100

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

**CO 1:** Understand the concept of health, illness and social conditions

**CO 2:** Analyze the inter-relationship between social factors and health status

**CO 3:** Understand the role of doctors, nurse, pharmaceutical industry and social institutions in maintaining and promoting human health.

**CO 4:** Distinguish between health, well-being, illness and disease

**CO 5:** analyze the role of pharmaceutical industry and hospitals critically.

<b>DSC SOC C13 - Content of Course : Sociology of Health</b>	<b>56 Hrs</b>
<b>Unit 1 Introduction</b>	<b>14</b>
<b>Chapter 1</b> Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine <b>Chapter 2</b> Emergence and Development of Sociology of Health in World and India <b>Chapter 3</b> Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship	
<b>Unit 2 Determinants of Health</b>	<b>14</b>
<b>Chapter 4</b> :Social Determinants of health: Class, Caste, Power, Gender, Social Cohesion <b>Chapter 5</b> :Cultural Determinants of health: Beliefs, Nutrition, Environment <b>Chapter 6</b> :Economic Determinants of health: Poverty, Homelessness, Living Conditions, Neighbourhood	
<b>Unit 3 Models of Health</b>	<b>14</b>
<b>Chapter 7</b> Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model <b>Chapter 8</b> Sick Role and Experiencing Illness <b>Chapter 9</b> Hospital as Social Organization	

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

**Reference Books**

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

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

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

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

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

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

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

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

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

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

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

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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.

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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.

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

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

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

**B.A. Semester – VI**  
**\*INTERNSHIP/ Dissertation**

**Title: Area of Specialisation**

Type of Course	Theory / Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>*INTERNSHIP OR</b>	<b>Theory</b>	<b>02</b>				<b>50</b>	<b>0</b>	<b>50</b>

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

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

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

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

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

<b>Suggested/Recommended area of Specialisation for Internship/Dissertation</b>	
	<ul style="list-style-type: none"> <li>• Rural Development and PRI</li> <li>• Remand Homes/Prisons</li> <li>• Short Stay Homes/ Destitute Homes</li> <li>• Working Women Hostels</li> <li>• Senior Citizen Homes/Old age Homes</li> <li>• Orphanage</li> <li>• NGOs</li> <li>• Anganwadi/Balawadis</li> <li>• Rehabilitation Centers</li> <li>• Hospitals/PHCs</li> <li>• Social Care Institutions</li> <li>• Counselling Centers</li> <li>• NIMHANS</li> <li>• Helplines</li> <li>• Day Care Centers for Children, Elderly and Specially Challenged</li> </ul>

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

**Internship:**

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities ) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

**Note;**

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6<sup>th</sup> semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.



UG programme: 2023-24

**GENERAL PATTERN OF THEORY QUESTION PAPER PATTERN FOR DSCC/ OEC  
(60 marks for semester end Examination with 2 hrs duration)**

**Part-A**

1. Question number 1-05 carries 2 marks each. Answer all 05 questions in 2-3 sentences each : 10  
marks

**Part-B**

2. Question number 06- 11 carries 05 Marks each. Answer any 04 questions : 20 marks

**Part-C**

3. Question number 12-16 carries 10 Marks each. Answer any 03 questions : 30 marks

**Total: 60 Marks**

**Note: Proportionate weight age shall be given to each unit based on number of hours  
Prescribed**

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UG programme: 2023-24

**GENERAL PATTERN FOR SKILL ENHANCEMENT COURSE (SEC)  
(30 marks for semester end Examination with 90 MINUTES)**

**Part-A**

1. Question number 1-08 carries 2 marks each. Answer any 05 questions. : 10 marks

**Part-B**

2. Question number 09- 14 carries 05 Marks each. Answer any 04 questions : 20 marks

**Total: 30 Marks**

**Note: Proportionate weight age shall be given to each unit based on number of hours  
Prescribed**

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