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(An Autonomous Institution)-585105

**Government college Kalaburagi
(An Autonomous Institution)**

NATIONAL EDUCATION POLICY 2020

**SOCIOLOGY SYLLABUS (UG)
IIIrd&IVth Semester**

**BACHELORS OF ARTS (BASIC/HONS.) IN
SOCIOLOGY/MASTER OF ARTS IN SOCIOLOGY**

WITH EFFECT FROM 2022-23 ONWORDS

**DEPARTMENT OF SOCIOLOGY, (UG & PG)
GOVERNMENT COLLEGE KALABURAGI (AN AUTONOMOUS INSTITUTION)**

Received
9/11/22
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Government College Kalaburagi (An Autonomous Institution)

DEPARTMENT OF SOCIOLOGY (UG & PG) THE MEETING OF BOARD OF STUDIES IN SOCIOLOGY (UG)

The Meeting of the BOS in Sociology (UG) Syllabus has held at 12.30am on 28.10.2022 in the Department Sociology Government college Kalaburagi An Autonomous Institution to prepare and approve the Bachelors of Arts (Basic/Hons.) in Sociology/Master of Arts in Sociology Syllabus to be introduced for the academic year 2022-23 onwards.

The following members were present in the meeting:

- | | | |
|---------------------------|---------------------------------|--|
| 1. Dr. Vijaylaxmi Biradar | Chairman | |
| 2. Smt. Kavita Huli | Internal Member | |
| 3. Dr. HumeraNuzhat | Internal Member | |
| 4. Dr. Ramesh | Internal Member | |
| 5. Dr. Mahesh Ganwar | External Member | |
| 6. Dr. Heeru Rathod | External Member | |
| 7. Dr. N.H. Patil | Representative From Allied area | |
| 8. Dr. Shinde Jagannath | University Nominee | |
| 9. Smt. Nagamma Hosamani | Alumni | |

Proceedings and Minutes of the Meeting

The BOS has carefully looked into the entire Bachelors of Arts (Basic/Hons.) in Sociology/Master of Arts in Sociology Syllabus prepared by the State Sociology Subject Expert Committee for UG. Now, for BA III and IVth Semester the syllabus prepared by the said Committee is accepted in toto for 2022-23 and onwards. The External Members of the BOS has appreciated the appropriateness and relevance of the Syllabus as a Model Syllabus to Bachelors of Arts (Basic/Hons.) in Sociology/Master of Arts in Sociology. The Board has approved the Syllabus and the same will be forwarded to Faculty Committee for approving the syllabus for the academic year 2022-23 onwards.



**Government college Kalaburagi
(An Autonomous Institution)**

DEPARTMENT OF STUDIES AND RESEARCH IN SOCIOLOGY

No. GCAK : ACA : 2022-23

Date : 28.10.2022

To,
The Principal,
Government College Kalaburagi
585106

Respected Sir,

SUB:- SUBMITTING OF UG NATIONAL EDUCATION POLICY (NEP 2020)
SYLLABUS IN SOCIOLOGY FOR III AND IV SEM

With refence to the subject cited above, I am herewith submitting Board of Studies (UG) Approved Under Graduate National Education Policy (NEP 2020) Syllabus in Sociology for III and IV Semester, for academic year 2022-23. And an words

This is for your kind information and needful action.

Thanking You,

Yours Faithfully

Chairman

Department of Sociology (UG & PG)
Government College Kalaburagi.
(An Autonomous Institution)

Semester III

Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	Exam Duration	SEE	IA	Total Marks	Credits
1	Lang.3.1	Language -I	AECC	3+0+0	3 hrs	60	40	100	3
2	Lang.3.2	Language -II	AECC	3+0+0	3 hrs	60	40	100	3
3	BA3.1	DSC-9	DSC-1	3+0+0	3 hrs	60	40	100	3
4	BA3.2	DSC-10	DSC-1	3+0+0	3 hrs	60	40	100	3
5	BA 3.3	DSC-11	DSC-2	3+0+0	3 hrs	60	40	100	3
6	BA 3.4	DSC-12	DSC-2	3+0+0	3 hrs	60	40	100	3
7	BA 3.5	OE	OEC	3+0+0	3 hrs	60	40	100	3
8	BA 3.6	Artificial Intelligence	SEC-SB	2+0+0	1.5 hrs	30	20	50	2
9	BA 3.7	Sports	SEC-VB	0+0+2	--	--	25	25	1
Total for III Semester						450	325	775	24

Semester IV

Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	Exam Duration	SEE	IA	Total Marks	Credits
1	Lang.4.1	Language -I	AECC	3+0+0	3 hrs	60	40	100	3
2	Lang.4.2	Language -II	AECC	3+0+0	3 hrs	60	40	100	3
3	BA4.1	DSC-13	DSC-1	3+0+0	3 hrs	60	40	100	3
4	BA4.2	DSC-14	DSC-1	3+0+0	3 hrs	60	40	100	3
5	BA 4.3	DSC-15	DSC-2	3+0+0	3 hrs	60	40	100	3
6	BA 4.4	DSC-16	DSC-2	3+0+0	3 hrs	60	40	100	3
7	BA 4.5	OE	OEC	3+0+0	3 hrs	60	40	100	3
8	BA 4.6	Indian Constitution	AECC	2+0+0	1.5 hrs	30	20	50	2
9	BA 4.7	Sports	SEC-VB	0+0+2	--	--	25	25	1
Total for IV Semester						450	325	775	24

EXIT OPTION WITH DIPLOMA - Ability to solve broadly defined problems.

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NEP2020-SOCIOLOGY:ModelSyllabus-ListofPapersFinal

SEM	Paper	Title of paper	Credits
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 StratificationandMobility	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 Marginalized 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 Counseling/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 Globalization	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 SpecificCore

DSE:Discipline Specific Elective

MDC: Minor Discipline Core

SEC: Skill Enhancement Course

OE: Open Elective

VC: Vocational Course

IIB. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka

Bachelor of Arts (Basic/ Hons.) in subjects without practical with one major and one minor

Sem.	Discipline Core (OSC) (Credits) (L+T+P)	Discipline Elective(DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill based (Credits) (L+T+P)		Value based (Credits) (L+T+P)	Total Credits
				SEC-1: Digital Fluency (2) (1+0+2)	SEC-2: Artificial Intelligence (2) (1+0+2)		
I	Discipline A1(3), A2(3) Discipline B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)	Physical Education for fitness(1)(0+0+2)	Health & Wellness (1) (0+0+2)	25
II	Discipline A3(3), A4(3) Discipline B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Environmental Studies (2)	Physical Education - Yoga(1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate (50 credits)							
III	Discipline A5(3), A6(3) Discipline B5(3), B6(3)	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2: Artificial Intelligence (2) (1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	Discipline A7(3), A8(3) Discipline B7(3), B8(3)	OE-4 (3)	L1-4(3), L2-4(3) (4 hrs. each)	Constitution of India (2)	Physical Education - Games (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Diploma (100 credits) OR Choose any one of the core subjects as Major and the other as Minor							
V	Discipline A 9(4) Discipline A10(4) Discipline B 9(4)	Discipline A, E-1(3)Vocational-1 (3)		SEC-3: SEC such as Cyber Security (2) (1+0+2)			20
VI	Discipline A11(4)Discipline A12(4) Discipline B10(4)	Discipline A, E-2(3)Vocational-2 (3) Internship (2)		SEC-4: Societal Communication (2)			22
Exit option with Bachelor of Arts, B.A. Basic Degree (142 credits)							
VI:	Discipline A-13(4)Discipline A-14(4) Discipline A-15(4)	Discipline A, E-3 (3)Vocational-3 (3) Res. Methodology (3)					21

*In lieu of the research Project, two additional elective papers/ Internship may be offered.

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**Government college Kalaburagi
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**DEPARTMENT OF SOCIOLOGY (UG & PG)
NEP PROGRAMME STRUCTURE FOR UNDERGRADUATE PROGRAMME
III & IV UG - SOCIOLOGY**

TITLE	TITLE OF PAPERS	CREDIT S	Hours per Semester	Theory Marks (60 Marks)	Internal Assessment / Formative Assessment = (40 Marks)			Total
					Test	Assignment / Case Study / Field Work / Project Work	Seminar / Presentations / Activity	
III SEMESTER								
DSC-5	Social Stratification and Mobility	03	42	60	15	05	05	100
DSC-6	Sociology of Urban Life in India	03	42	60	15	05	05	100
OE-3	Sociology of Youth (or) Sociology of Tourism Management	03	39	60	15	05	05	100
IV SEMESTER								
DSC-7	Sociology of Marginalised Groups	03	42	60	15	05	05	100
DSC-8	Population and Society	03	42	60	15	05	05	100
OE-4	Sociology of Leisure (or) Sociology of Food Culture	03	39	60	15	05	05	100

DSC = DISCIPLINE SPECIFIC CORE

OE = OPEN ELECTIVE

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Model Curriculum

Name of the Degree Program: BA

Discipline Core: Sociology Total Credits for the Program: 06

Starting year of implementation: 2022-2023

Program Objectives:

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

Program Outcomes:

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

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

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



BA II Syllabus - DSC

8. Transfer Skills as a Teacher, Facilitator of Community Development
9. Competent to make a difference in the community

Assessment:**Weightage for assessments (in percentage)**

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

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Curriculum Structure for the Undergraduate Degree Program BA

Total Credits for the Program: 18 (9+9)

Starting year of Implementation: 2022

Name of the Degree Program: B.A

Discipline/Subject: Sociology

Title of the Course: (B A - 3rd and 4th Semesters)

Course 5: Social Stratification and Mobility		Course 6: Sociology of Urban Life in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

Program Articulation Matrix:

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

Sem	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy#	Assessment\$
5	Social Stratification and Mobility	1. Understand the nature and role of social stratification 2. Recognise different types of stratification and mobility 3. Describe different types of social stratification and mobility 4. Critically understand and analyse different theories of social stratification	B A 1st year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills

6	Sociology of Urban Life in India	<ol style="list-style-type: none"> 1. Identify the new forms taken by social institutions 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively 	BA 1st year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered
7	Sociology of Marginalised Groups	<ol style="list-style-type: none"> 1. Knowledge of marginalisation and marginalised groups in India 2. Understand the impact of powerlessness in social life 3. Ability to participate and critically view efforts undertaken to address inequalities 	BA 1st year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered
8	Population and Society	<ol style="list-style-type: none"> 1. Define the basic concepts of population studies 2. Understand the dynamics of population from sociological perspectives 3. Understand problems around India's population 4. Critically analyse population policies of India 	BA 1st year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

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

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

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BA Semester III

Title of the Course:

Course 5: Social Stratification and Mobility		Course 6: Sociology of Urban Life in India	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

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-DSC4

Course Outcomes (COs) for DSC 5:

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

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

1. Understand the nature and role of social stratification
2. Recognise different types of stratification and mobility
3. Describe different types of social stratification and mobility
4. Critically understand and analyse different theories of social stratification

Articulation Matrix for Course 5: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the nature and role of social stratification	X	X	X	X				X	X
Recognise different types of stratification and mobility	X	X	X	X		X	X	X	X
Describe different types of social stratification and mobility	X	X	X	X	X	X	X	X	X
Critically understand and analyse different theories of social stratification	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.

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Content of Course 5: Social Stratification and Mobility	42 Hrs
Unit - 1 Stratification - Features and Forms	14
Chapter No. 1. Basic characteristics of Stratification: Melvin M Tumin	4
Chapter No.2. Forms of Social Stratification - Caste, Class, Estate	4
Chapter No.3. Dimensions of Social Stratification - Income, Wealth, Power, Occupational Prestige, Schooling	6
Unit - 2 Perspectives on Stratification	14
Chapter No. 4. Functional Theory: Kingsley Davis and W E Moore's perspective and critique by Melvin M Tumin	5
Chapter No.5. Karl Marx's Theory: Class and Social Change	4
Chapter No.6. Weber's Theory: Class, Status and Power	5
Unit - 3 Social Mobility	14
Chapter No.7. Meaning of social mobility; forms of social mobility: horizontal and vertical, intergenerational and intragenerational mobility	5
Chapter No.8. Role of Education and Profession in the Rise of Middle Class	4
Chapter No.9. Mobility in Caste in Contemporary India	5

Suggested Internet Resources

Unit 1

<https://courses.lumenlearning.com/atd-bmcc-sociology/chapter/theoretical-perspectives-on-social-stratification/>

<https://www.britannica.com/topic/sociology/Social-stratification>

https://stanford.edu/~grusky/article_files/social_stratification.pdf

https://stanford.edu/~grusky/article_files/social_stratification.pdf

Unit 2

<https://openstax.org/books/introduction-sociology-3e/pages/9-4-theoretical-perspectives-on-social-stratification>

<https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-social-stratification/>

<https://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Mills2.htm>

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C Wright Mills on Power Elite

https://www.epw.in/system/files/pdf/1964_16/34_wright_mills_and_the_power_elite.pdf

Unit 3

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/rise-middle-class>

<https://www.financialexpress.com/opinion/the-rising-importance-of-the-middle-class-in-india/2223544/>

<https://www.caixabankresearch.com/en/economics-markets/labour-market-demographics/emergence-middle-class-emerging-country-phenomenon>

<https://www.brookings.edu/research/education-and-the-dynamics-of-middle-class-status/>

<https://www.theguardian.com/education/2017/nov/21/english-class-system-shaped-in-schools>

<https://www.livemint.com/Opinion/DuRPMPSqaaqCDLoNMgRABL/The-class-divide-in-Indian-education-system.html>

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/middle-class-occupations>

https://www.sav.sk/journals/uploads/05281234AAS_20-1_Gundemeda.pdf Caste in Twenty First Century India

<https://sci-hub.se/10.1146/annurev-soc-071913-043303> Caste in Contemporary India: Flexibility and Persistence

<https://mittalsouthasiainstitute.harvard.edu/wp-content/uploads/2018/11/Ascriptive-Hierarchies-Caste-and-its-Reproductions.pdf>

<https://www.mcgill.ca/iris/files/iris/Panel8.2Vaid.pdf>

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 21st Century, Routledge, New York

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

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

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

Sharma, K I. 2201, Caste, Social Inequality and Mobility in Rural India, Sage, New Delhi

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

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

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BA II Syllabus - DSC

ಕಂಠರ ರಾವ್, ಜ ನ (2014) ಸಾಮಾಜಿಕ ಸ್ವರ ವಿನ್ಯಾಸ ಮತ್ತು ಚಲನೆ, ಬೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
 ಕಂಠರ ರಾವ್, ಜ ನ (2015) ಭಾರತೀಯ ಸಮಾಜ, ಬೈಭಾರತ ಪ್ರಕಾಶನ, 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*, 2nd 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

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

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

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B.A. Semester III

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

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

Completion of DSC1-DSC4

Course Outcomes (COs) for DSC 6:

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. Define the basic concepts of Urban Sociology
2. Identify and describe different types of city
3. Analytically understand theoretical issues related to urban society
4. Critically evaluate urban policies

Articulation Matrix for Course 5: 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
Define the basic concepts of Urban Sociology	X	X	X					X	X
Identify and describe different types of city	X		X	X				X	X
Analytically understand theoretical issues related to urban society	X	X	X	X	X	X	X	X	X
Critically evaluate urban policies	X	X	X	X	X	X	X	X	X

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

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

Suggested Internet Resources**Unit 1**

<https://www.sociologylens.in/2021/07/urban.html>

<https://www.oxfordbibliographies.com/view/document/obo-9780190922481/obo-9780190922481-0016.xml>

<https://www.sciencedirect.com/topics/social-sciences/urban-sociology>

<https://metropolitix.org/Thirty-Years-of-Urban-Sociology.html>

<https://www.tandfonline.com/doi/pdf/10.1080/03585522.1958.10411404>

<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803114909357>

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

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

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<http://sociology.iresearchnet.com/urban-sociology/city/>

<https://www.sociologydiscussion.com/rural-sociology/rural-urban-continuum-study-notes-rural-sociology/2625>

<https://planningtank.com/settlement-geography/rural-urban-continuum>

<https://www.britannica.com/topic/urban-sprawl>

<https://www.nature.com/scitable/knowledge/library/the-characteristics-causes-and-consequences-of-sprawling-103014747/>

<https://www.sciencedirect.com/science/article/pii/B978008097086874061X>

<https://www.thoughtco.com/edge-city-1435778> Edge City

<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/edge-city>

<https://www.encyclopedia.com/reference/encyclopedias-almanacs-transcripts-and-maps/edge-cities>

Unit 2

<https://www.yorku.ca/lfoster/2006-07/sosi3830/lectures/URBAN SOCIOLOGY THEORIES.html>

<http://sociology.iresearchnet.com/urban-sociology/chicago-school-of-sociology/>

<http://www.saskiasassen.com/pdfs/publications/the-global-city-brown.pdf>

http://felix.openflows.com/html/space_of_flows.html

<https://educationmuseum.wordpress.com/2013/03/08/manuel-castells-space-of-flows-and-timeless-time/>

<https://www.dhi.ac.uk/san/waysofbeing/data/communities-murphy-castells-1999b.pdf>

Grassrooting the Space of Flows

<https://www.radicalphilosophy.com/article/the-space-of-flows-and-timeless-time>

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

<https://www.britannica.com/topic/urban-culture/Types-of-urban-cultures>

https://www.researchgate.net/publication/305936766_Urban_Culture_Definition_and_Contextualization

<https://www.lincolnst.edu/publications/articles/urban-spatial-segregation>

<https://journals.sagepub.com/doi/abs/10.1177/0975425317749657?journalCode=euaa>

<https://www.journals.uchicago.edu/doi/10.1086/682199> Social-spatial Segregation:

Concepts, Processes and Outcomes

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 Bowda, M. J. ... -16- ... challenge ... AA

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjoxL-g1Pb1AhWdsFYBHZA5D2cQFnoECAQQAQ&url=https%3A%2F%2Fzenodo.org%2Frecord%2F1131243%2Ffiles%2F10007443.pdf&usg=AOvVaw0mPjYK-waEhB77BCKCYinO> A Review on the Social Features of Gated Communities

https://pure.uva.nl/ws/files/3679113/18875_Albers_Gated_Communities.pdf

<https://www.stirworld.com/think-opinions-gated-communities-in-india-social-integration-or-exclusion2>

<https://journals.openedition.org/belgeo/23832> Perspectives of Gated Communities' Socio-spatial integration

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1061.4083&rep=rep1&type=pdf>
Gated Communities: Institutionalising Social Stratification

Unit 3

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7124478/> Urban Inequalities in 21st Century Economy

https://www.hks.harvard.edu/sites/default/files/centers/taubman/files/urban_inequality_final.pdf

<https://www.orfonline.org/research/rising-inequality-and-urban-exclusion/>

<https://gsdrc.org/topic-guides/urban-governance/concepts-and-debates/what-is-urban-governance/>

<https://www.sciencedirect.com/topics/social-sciences/urban-governance>

<https://www.nagrika.org/nagrikalarticles/urbangovernance>

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/popular-and-elite-culture>

https://jag.journalagent.com/itu/jfa/pdfs/ITUJFA-38233-THEORY_ARTICLES-DENER.pdf

<https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/urbanization-leisure>

<https://www.urbanfoundry.co.uk/wp-content/uploads/Env-Planning-C-article.pdf>

<https://www.researchgate.net/publication/23731534> The contribution of leisure and entertainment to the evolving polycentric urban network on regional scale - towards a new research agenda

<https://files.eric.ed.gov/fulltext/EJ1271868.pdf> Youth Leisure in Cultural Space of Modern

24/11/2020
Dr. Anil Kumar
Dr. Anil Kumar
Dr. Anil Kumar
Dr. Anil Kumar
Dr. Anil Kumar

City

https://www.researchgate.net/publication/287749933_India%27s_Middle_Class_New_Forms_of_Urban_Leisure_Consumption_and_Prosp erity

<https://www.livemint.com/Opinion/VpWzSdVCKazbdj0B52iPaM/The-changing-face-of-the-urban-leisure-economy.html>

<https://www.prb.org/resources/urbanization-an-environmental-force-to-be-reckoned-with/>

<https://www.iied.org/urbanisation-environment>

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwizqcGg2Pb1AhUYsFYBHcuLA2Q0Fn oECCUQAQ&url=https%3A%2F%2Fwww.mdpi.com%2F2071-1050%2F12%2F24%2F10402 %2Fpdf&usq=AOvVaw1Zuq50RVdp3csiMTc1YCR2> Environmental Concerns and Urbanisation in India

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4824703/> Urbanisation and Greening of Indian Cities

<https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-India-16092021.pdf>

<https://cprindia.org/bookchapters/urban-india-and-climate-change/> in the book Indian in a Warming World (whole book can be downloaded)

Reference Books

Flanagan, William G 2010, Urban Sociology: Images and Structures, 5th 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, 3rd Edition, Praeger, California

LeGates, T R & Frederic Stout (Eds) 2016 The City Reader, 6th 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, 2nd Edition, Routledge, New York

Rao, Shankar (2021) Sociology of Indian Society, S Chand and Co, New Delhi

g. ramadas

18- [Signatures]

ಕಂಕರ ರಾವ್, ಚ ನ (೨೦೧೫) ನಗರ ಸಮಾಜಶಾಸ್ತ್ರ, ಬೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

ಕಂಕರ ರಾವ್, ಚ ನ (೨೦೧೫) ಭಾರತೀಯ ಸಮಾಜ, ಬೈಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

ಮುಳುಗುಂದ, ಐ ಸಿ (೨೦೧೫) ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, 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*, 2nd Edition, Pine Forge Press, New Delhi

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

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

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

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BA Semester IV

Title of the Course:

Course 7: Sociology of Marginalised Groups		Course 8: Population and Society	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

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-DSC4

Course Outcomes (COs) for DSC 5:

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. Knowledge of marginalisation and marginalised groups in India
2. Understand the impact of powerlessness in social life
3. Ability to participate and critically view efforts undertaken to address inequalities

Articulation Matrix for Course 7: 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
Knowledge of marginalisation and marginalised groups in India	X	X	X	X	X			X	X
Understand the impact of powerlessness in social life	X	X	X	X				X	X
Ability to participate and critically view efforts undertaken to address inequalities	X	X	X	X	X	X	X	X	X

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

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

Suggested Internet Resources

Unit 1

<https://medium.com/@jacobthanni/theories-and-practices-of-exclusion-1-43904f64e26b>

<https://journals.sagepub.com/doi/full/10.1177/2158244012471957> Sociology of Social Exclusion

<https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations-fig1-254229902>

Paula - 21 -

<https://elliott.gwu.edu/sites/g/files/zaxdzs2141/f/World%20Fair%20Trade%20Organization.pdf>

<https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory%20David%20Gordon%2015th.pdf>

<https://old.amu.ac.in/emp/studym/100018864.4.pdf> Socioeconomic Indicators of Marginalised Communities

Unit 2

<https://www.researchgate.net/publication/312495996> Dr BR Ambedkar and his interpretations on Social Exclusion as a Historian

<https://www.legalserviceindia.com/legal/article-3825-ambekar-s-idea-of-social-justice-some-reflections.html>

<https://www.ijser.org/paper/Ambedkars-Notion-of-Social-Justice-A-Different-Perspective.html>

<https://www.downtoearth.org.in/blog/toolkit/providing-the-poorest-landless-agricultural-labourers-with-farm-tools-can-ameliorate-their-lot-77919>

Unit 3

<https://www.orfonline.org/research/social-mobility-in-india-63480/>

<https://www.livemint.com/Opinion/DwEs4i3fddUBwBVluxMNZI/Can-Dalit-capitalism-be-a-vehicle-for-social-mobility-in-Ind.html>

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms_371208.pdf

<https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>

<https://www.jstor.org/stable/40204335> Emergent India: Globalisation, Democracy and Social Justice

<https://clpr.org.in/wp-content/uploads/2019/09/Bangalore-Initiative.pdf>

<https://www.researchgate.net/publication/323028143> Impact of Privatization on Access to Higher Education Among Social and Income Groups in India

<http://research.economics.unsw.edu.au/scho/WEE/papers/Ashwini%20Deshpande1.pdf>

<https://www.india-seminar.com/2005/549/549%20sukhadeo%20thorat.htm>

<https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/>

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Reference Books

- Be teille, Ar.dre 19922, The Backward Classes in Contemporary India, Oxford University Press, Delhi
- Ch arley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
- Go re, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delh:
- Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Readings in Indian Sociology - Voume 1, Sage, New Delhi
- Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
- Jochka, Surnider S, 2018, Caste in Contemporary India, 2nd Edition, Routledge, London
- Omrredt, 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) ಅಂಚಿನ ಗುಂಪುಗಳ ಸಮಾಜಶಾಸ್ತ್ರ, ದೀವಿತ ಪ್ರಕಾಶನ, ತುಮಕೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ (೨೦೧೬) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, 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, 2nd Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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B.A. Semester IV

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

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

Completion of DSC1-DSC4

Course Outcomes (COs) for DSC 8:

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. Define the basic concepts of population studies
2. Understand the dynamics of population from sociological perspectives
3. Understand problems around India's population
4. Critically analyse population policies of India

Articulation Matrix for Course 8: 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
Define the basic concepts of population studies	X	X	X					X	X
Understand the dynamics of population from sociological perspectives	X	X	X	X	X			X	X
Understand problems around India's population	X		X	X	X	X	X	X	X
Critically analyse population policies of India	X		X	X	X	X	X	X	X

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

- 24 -

Content of Course 8: Population and Society	42 Hrs
Unit - 1 Introduction	14
Chapter No. 1. Relationship between society and population	4
Chapter No.2. Global Population Trends: role of fertility, mortality and migration; Power of Doubling	5
Chapter No.3. Age and Sex Composition in India and its Impact; Demographic Dividend	5
Unit - 2 Sources of Demographic Data	14
Chapter No. 4. Population Census: Uses and Limitations; Indian Censuses	6
Chapter No.5. Vital Registration System	4
Chapter No.6. National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)	4
Unit - 3 Population Theories and Policy	14
Chapter No.7. Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory	6
Chapter No.8. Need of Population Policy; Millennium Development Goals and Sustainable Development Goals	4
Chapter No.9.; Population Policy of India; Programmes and their Evaluation	4

Suggested Internet Resources

Unit 1

<https://www.nap.edu/read/9543/chapter/6>

https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/population_development.pdf

<https://courses.lumenlearning.com/boundless-sociology/chapter/population-growth/>

<https://www.un.org/en/global-issues/population>

<https://ourworldindata.org/world-population-growth>

<https://zenodo.org/record/1131471#.YgrjuS8RqTc> Power of Doubling

Zrimack

Boesla

Flee

Patel

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Unit 2

<https://www.sociologydiscussion.com/demography/3-main-sources-of-demographic-data-in-india/3354>

<http://www.demographic.net/demographicdata/>

https://unstats.un.org/unsd/demog/docs/symposium_03.htm

<https://censusindia.gov.in>

Unit 3

<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-demographic-theories/>

Lutz, Wolfgang. "A Population Policy Rationale for the 'Twenty-First Century.'" Population and Development Review, vol. 40, no. 3, Population Council, 2014, pp. 527-44, <http://www.istor.org/stable/24027903>

<https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/population-policy>

https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015_Highlights.pdf

https://www.cairn-int.info/article-E_ETU_4175_0441--the-role-of-population-policies.htm

Text 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.

Chauhan

M. Ghosh

Yadav

Chakrabarti

Chakrabarti

BA II Syllabus - DSC

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, 16th 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, ಮೈಸೂರು ಉರ್ ಹೌಸ್, ಮೈಸೂರು

ಕಂಕರ ರಾವ್, ಚ ನ (೨೦೧೩) ಭಾರತೀಯ ಸಮಾಜ, ಜೈಭಾರತ ಪ್ರಕಾಶನ, 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, 2nd Edition, Pine Forge Press, New Delhi

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

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

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

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BA Semester III

Title of the Course:

Open Elective 3: Sociology of Youth		Open Elective 3: Sociology of Tourism Management	
Number of Theory Credits	Number of lecture hours/ semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39

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)

None

Prinada

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Basila

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Course Outcomes (COs) for OE 3:

B.A. Semester III - Open Elective 3

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

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. Recognise and explain how sociologists conceptualise and study youth and youth hood
2. Understand how youth evolve in the context of social, economic and cultural settings
3. Understand concerns and problems of youth

Articulation Matrix for Open Elective Course 3: 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
Recognise and explain how sociologists conceptualise and study youth and youth hood	X	X		X				X	
Understand how youth evolve in the context of social, economic and cultural settings	X	X	X	X	X	X			
Understand concerns and problems of youth	X	X	X	X			X	X	X

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

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

Suggested Internet Resources

Unit 1

<https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/age-differentiation>

<https://www.wcforum.org/agenda/2015/09/how-different-age-groups-identify-with-their-generational-labels/>

https://censusindia.gov.in/census_and_you/age_structure_and_marital_status.aspx

<https://www.collinsdictionary.com/dictionary/english/age-group>

<https://ourworldindata.org/age-structure>

<https://1989after1989.exeter.ac.uk/wp-content/uploads/>

[2014/03/01 The Sociological Problem.pdf](#) Problem of Generations

<https://www.style-research.eu/resource-centre/glossary/generation-intergenerational-relationships/>

https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/

Book%3A Sociology (Boundless)/03%3A Culture/3.03%3A Culture and Adaptation/
3.3C%3A Cultural Lag

[https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/
cultural-lag](https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/cultural-lag)

[https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-
maps/st-uctural-lag](https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/st-uctural-lag)

<https://www.sciencedirect.com/topics/social-sciences/youth-culture>

[https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/
sociology-general-terms-and-concepts/youth-culture](https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/
sociology-general-terms-and-concepts/youth-culture)

<https://www.sciencedirect.com/topics/social-sciences/subcultures>

<https://haenfler.sites.grinnell.edu/subcultural-theory-and-theorists/what-is-a-subculture/>

Unit 2

<https://www.un.org/youthenvoy/leisure-time-activities/>

<https://www.un.org/development/desa/youth/world-youth-report.html>

https://www.un.org/esa/socdev/unyin/documents/ydiCarlesFeixa_Leisure.pdf

<https://en.unesco.org/creativity/policy-monitoring-platform/youth-culture-leisure-time>

<https://www.mapsofindia.com/my-india/lifestyle/what-is-the-impact-of-music-on-youth>

<https://www.lutherwood.ca/mentalhealth/blog/2016/popular-music-youth>

<https://student.cc.uoc.gr/uploadFiles/181-EAEK316/>

[Researching%20%20youth%20culture.pdf](#)

https://www.scirp.org/pdf/AA_2016111018100081.pdf

<https://www.cambridgescholars.com/resources/pdfs/978-1-4438-5945-5-sample.pdf>

<https://www.researchgate.net/publication/>

333405140 Cosmopolitanism Glocalization and Youth Cultures

<https://www.academia.edu/1583989/>

The Glocalization of Youth Culture The Global Youth Segment as Structures of Common Di
fference

<https://academic.oup.com/jcr/article-abstract/33/2/231/1849563?redirectedFrom=PDF>

The Glocalization of Youth Culture

https://www.jstor.org/stable/30095737?seq=1#metadata_info_tab_contents

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<https://www.ambes.com/sites/marketshare/2011/07/01/marketing-to-youth-globally-its-challenges/> /sh=94e1bb0f6100

<http://www.acrwebsite.org/volumes/8882>

<https://hedgehogreview.com/issues/youth-culture/articles/the-internet-and-youth-culture>

<https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>

<https://cyber.harvard.edu/research/youthandmedia>

Unit 3

<https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/>

<https://news.un.org/en/story/2021/11/1105042> Thousands of youth take over Glasgow streets

<https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/story-zlvk2Geb1UVBtzjOzclAIN.html>

<https://www.who.int/news-room/fact-sheets/detail/youth-violence>

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

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<https://www.forbes.com/sites/marketshare/2011/07/01/marketing-to-youth-globally-its-childrens-play/?sh=94e1bb0f6100>
<https://www.acrwebsite.org/volumes/8682>
<https://hedgehogreview.com/issues/youth-culture/articles/the-internet-and-youth-culture>
<https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>
<https://cyber.harvard.edu/research/youthandmedia>

Unit 3

<https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/youth-in-the-civil-rights-movement/>
<https://news.un.org/en/story/2021/11/1105042> Thousands of youth take over Glasgow streets
<https://www.hindustantimes.com/india-news/a-brief-history-of-student-protests-in-india/story-zYvk2GebUVBtzjOzcLA1N.html>
<https://www.who.int/news-room/fact-sheets/detail/youth-violence>

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

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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*, 2nd Edition, Pine Forge Press, New Delhi

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

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

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

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Alankar
Arushi
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B.A. Semester III - Open Elective 3

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

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. Explain the relationship between tourism, culture and cultural heritage
2. Explain the social, cultural and economic impacts of tourism on local communities
3. Understand the relationship between tourism and consumption
4. Understand the principles of tourism management

Articulation Matrix for Open Elective Course 3: 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
Explain the relationship between tourism, culture and cultural heritage	X	X		X				X	
Explain the social, cultural and economic impacts of tourism on local communities	X	X	X	X	X	X			
Understand the relationship between tourism and consumption	X	X	X	X			X	X	X
Understand the principles of tourism management			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

K. R. Madar
Devika

Mythra

A

Patel

Patel
Chhaya

Patel

Recreation

<https://tourismnotes.com/travel-tourism/> Tourism and types

<http://www.ijcrar.com/vol-1/T.A.unmozhi%20and%20A.%20Panneerselvam.pdf> Types of

Tourism in India

<https://www.researchgate.net/publication/269412018>

Tourism and Local Society and Culture

<https://eujournalfutureresearch.springeropen.com/articles/10.1007/s40309-015-0078-5>

<https://www.researchgate.net/publication/330877530>

Anthropology of Tourism Researching Interactions between Hosts and Guests

<https://sciendocom/pdf/10.1515/cjot-2018-0004> Researching Interaction between Hosts

and Guests

<https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1948&context=etd> Understanding

Tourist-Host Interaction and their Influence on Quality Tourism Experience

Unit 2

<https://www.owlgen.in/what-do-you-understand-by-tourism-system/>

<https://www.tourismbeast.com/tourism-system/>

<http://www.drbrambedkarcollege.ac.in/sites/default/files/>

Impact%20of%20Tourism.pdf.pdf

<https://www.skylineuniversity.ac.ae/pdf/tourism/Tourism%20Impacts.pdf>

<https://www.eajournals.org/wp-content/uploads/THE-IMPACTS-OF-TOURISM-INDUSTRY-ON-HOST-COMMUNITY.pdf>

<https://www.gstcouncil.org/what-is-sustainable-tourism/>

<https://sustainabledevelopment.un.org/topics/sustainabletourism>

<https://tourismnotes.com/sustainable-tourism/>

Unit 3

<https://repository.up.ac.za/bitstream/handle/2263/24684/02chapters3-4.pdf?sequence=3>

<https://blog.datumize.com/determinants-of-demand-in-the-tourism-and-travel-industries>

<https://opentextbc.ca/introtourism/chapter/chapter-3-accommodation/>

<https://ncert.nic.in/textbook/pdf/lehe207.pdf> Hospitality Management

(Handwritten signatures and initials)

http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2018/Tourism/XII/

[Introduction%20to%20Hospitality%20.pdf](#)

<https://tourismnotes.com/tourism-transportation/>

<https://www.tourismbeast.com/transport-as-a-component-of-tourism/>

https://onlinecourses.swayam2.ac.in/cec19_mg26/preview

<https://tourismnotes.com/tourism-marketing/>

<https://www.marketing91.com/what-is-tourism-marketing/>

<https://www.igi-global.com/dictionary/e-tourism/42775>

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2289872

https://www.laguardia.edu/uploadedfiles/ce/content/english_language_learning/center_for_immigrant_education_and_training/gp-hotel_t.e.a.c.h/unit5.pdf

Reference Books

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

Fletcher, John & others, 2018, Tourism: Principles and Practice, 6th 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, 2nd 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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Pedagogy Field work, micro projects, group discussion, role play, written/oral presentation by students

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

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Prinada

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BA Semester IV

Title of the Course:

Open Elective 4: Sociology of Leisure		Open Elective 4: Sociology of Food Culture	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39

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. Describe the concept of leisure, associated terms and types
2. Understand the relationship between leisure and stratification
3. Analyse the impact of commodification of leisure

Articulation Matrix for Open Elective Course 3: 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
Explain the relationship between tourism, associated terms and types	X			X				X	
Explain the social, cultural and economic impacts of tourism on local communities	X	X	X	X	X	X		X	
Analyse the impact of commodification of leisure	X	X	X	X			X	X	X

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

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

Suggested Internet Resources

Unit 1

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

J Wilson *Sociology of Leisure Annual Review of Sociology* 1980 6:1, 21-40, <https://www.annualreviews.org/doi/abs/10.1146/annurev.so.06.080180.000321?journalCode=soc>

<https://digital.lib.washington.edu/researchworks/handle/1773/5584> A Revised Sociology of Leisure

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1468-232X.1962.tb00658.x> The Sociology of Leisure: Some Suggestions

<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/BEBF7723CC9F9D737FD9FB97C743DFD0/S1834490913000068a.pdf/div-class-title-leisure-type-leisure-satisfaction-and-adolescents-psychological-wellbeing-div.pdf>

http://samples.jbpub.com/9781284034103/9781449689568_CH01_Secure.pdf Recreation and

Leisure

Coerla *JSR* *Arjun* *Arjun* *Arjun* *Arjun* *Arjun* *Arjun*

Unit 2

<https://www.acrwebsite.org/volumes/9547> Social Class Determinants of Leisure Activity

<https://www.tandfonline.com/doi/abs/10.1089/01490407809512889?journalCode=ulsc20>
Social Differences in Leisure Behaviour

<https://inequalitiesblog.wordpress.com/2011/07/07/leisure-inequality---what-do-the-poor-and-non-poor-do-for-fun/>

<https://www.researchgate.net/publication/286355204> Gender identity Leisure Identity and Leisure Participation

<https://core.ac.uk/download/pdf/345078391.pdf> Gender differences in leisure-need activity patterns

<https://www.researchgate.net/publication/233269125> Leisure Participation and Enjoyment Among the Elderly Individual Characteristics and Sociability

<https://www.researchgate.net/publication/348667192> Leisure and recreation for disabilities

Unit 3

<https://www.researchgate.net/publication/240709477> Cinema halls locality and urban life

<https://www.researchgate.net/publication/343473867> A Study OTT Viewership in Lockdown and Viewer%27s Dynamic Watching Experience

http://164.100.47.193/Refinput/New Reference Notes/English/16072021_150800_102120526.pdf Emergence of OTT platforms in India

<https://www.ijrar.org/papers/IJRAR2001475.pdf>

<http://gmj.manipal.edu/issues/june2020/2%20Cinema%20viewing%20in%20the%20time%20of%20OTT.pdf>

<https://www.researchgate.net/publication/326809710> Leisure Sport Activities and Their Importance in Living a Healthy Physical and Psycho-Social Lifestyle

<https://www.researchgate.net/publication/292799133> The effects of social media on leisure

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<https://dergipark.org.tr/tr/download/article-file/230009> The Role of Social Media on Leisure Preferences

Lin C.A, Atkin D. (2014) Social Media and Leisure. In: Michalos A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht. https://doi.org/10.1007/978-94-007-0753-5_1623

<https://www.tandfonline.com/doi/full/10.1080/10941665.2020.1859057> Social media, space and leisure in small cities

Reference Books

1. Best, Shaun 2010, Leisure Studies: Themes and Perspectives, Sage, New Delhi
2. Harris, David 2005, Key Concepts in Leisure Studies, Sage, New Delhi
3. Rojek, Chris 2000 Leisure and Culture, Palgrave Macmillan, New York
4. Rojek, Chris and others 2006, A Handbook of Leisure Studies, Palgrave Macmillan, New York
5. 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, 2nd Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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 Hingra ~~Patil~~ ~~Patil~~
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B.A. Semester IV

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

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

Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the complex relations between food, individual and society	X	X		X				X	
Understand the evolution of food production and consumption from household to industry	X	X	X	X		X	X	X	
Critically understand the relationship between food and risk society	X	X	X	X	X	X	X	X	X

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

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

Suggested Internet Resources**Unit 1**

- <https://www.researchgate.net/publication/313215444> The Sociology of Food Eating and Place of Food in Society
- <https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence=1> Food Beliefs and Taboos
- <https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : A Sociology of Food and Eating: Why Now?
- Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31. <https://doi.org/10.1108/00070709010133766>
- https://www.e3s-conferences.org/articles/e3sconf/pdf/2021/30/e3sconf_farba2021_10027.pdf An article on Sociology of Nutrition
- Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, The American Journal of Clinical Nutrition, Volume 26, Issue 10, October 1973, Pages 1108-

- 1110, <https://doi.org/10.1093/ajcn/26.10.1108>
7. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9566.2008.01128.x> Food and Eating as Social Practice
8. Højlund, S. Taste as a social sense: rethinking taste as a cultural activity. *Flavour* 4, 6 (2015). <https://doi.org/10.1186/2044-7248-4-6>
9. <https://www.aabri.com/manuscripts/141797.pdf> Food and identity: Food studies, cultural, and personal identity

Unit 2

1. <https://www.foodsystemprimer.org/food-production/industrialization-of-agriculture/>
2. <https://www.alimentarium.org/en/magazine/society/industrialisation-food-creates-unease>
3. <https://pubs.iied.org/sites/default/files/pdfs/migrate/9338IIED.pdf> Food Industrialisation and Food Power: Implications for Food Governance
4. <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095827139>
5. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
6. sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x The Shock of the New: A Sociology of Nouvelle Cuisine
7. Meike Brückner, Sandra Čajić & Christine Bauhardt (2021) Reflection: Food as pleasure or pressure? The care politics of the pandemic, *Food and Foodways*, 29:3, 289-298, DOI: 10.1080/07409710.2021.1943612; <https://www.tandfonline.com/doi/pdf/10.1080/07409710.2021.1943612>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

Unit 3

1. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
2. <https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/>

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M. J. ...

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

Suggested Internet Resources

Unit 1

- https://www.researchgate.net/publication/313215444_The_Sociology_of_Food_Eating_and_Place_of_Food_in_Society
- <https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence=1> Food Beliefs and Taboos
- <https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : A Sociology of Food and Eating: Why Now?
- Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31. <https://doi.org/10.1108/00070709010133766>
- https://www.e3s-conferences.org/articles/e3sconf/pdf/2021/30/e3sconf_farba2021_10027.pdf An article on Sociology of Nutrition
- Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, The American Journal of Clinical Nutrition, Volume 26, Issue 10, October 1973, Pages 1108-

- 1110, <https://doi.org/10.1093/ajcn/26.10.1108>
7. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9566.2008.01128.x> Food and Eating as Social Practice
8. Højlund, S. Taste as a social sense: rethinking taste as a cultural activity. *Flavour* 4, 6 (2015). <https://doi.org/10.1186/2044-7248-4-6>
9. <https://www.aabri.com/manuscripts/141797.pdf> Food and Identity: Food studies, cultural, and personal identity

Unit 2

1. <https://www.foodsystemprimer.org/food-production/industrialization-of-agriculture/>
2. <https://www.alimentarium.org/en/magazine/society/industrialisation-food-creates-unease>
3. <https://pubs.iied.org/sites/default/files/pdfs/migrate/9338IIED.pdf> Food Industrialisation and Food Power: Implications for Food Governance
4. <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095827139>
5. Wood, R.C. (1990). "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
6. sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x The Shock of the New: A Sociology of Nouvelle Cuisine
7. Meike Brückner, Sandra Čajić & Christine Bauhardt (2021) Reflection: Food as pleasure or pressure? The care politics of the pandemic, *Food and Foodways*, 29:3, 289-298, DOI: 10.1080/07409710.2021.1943612; <https://www.tandfonline.com/doi/pdf/10.1080/07409710.2021.1943612>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

Unit 3

1. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
2. <https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/>

Danda

Chellappa

Joshi

M. Jeyaraj

Srinivasar

S. Srinivasar

Jeyaraj

BA II Year Syllabus -OE

[Sociology_final_published1039.full.pdf](#) Positioning Food Cultures: Alternative Food as Distinctive Consumer Practice

3. <https://www.uakron.edu/sociology/faculty-staff/rp/Thinking%20Sociologically%20about%20Sources%20of%20Obesity%20in%20the%20United%20States.pdf> Thinking Sociologically about Sources of Obesity in America
4. <https://www.fao.org/3/i7846e/i7846e.pdf> Nutrition and Food Systems:A Report by High Level Panel of Experts

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
- Marcott, 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, 2nd Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, Sociologists in Action on Inequalities, Sage, New Delhi

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

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

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Government College (Autonomous) Kalaburagi

NATIONAL EDUCATION POLICY 2020

**SOCIOLOGY SYLLABUS (UG)
Vth & VIth Semester**

**BACHELORS OF ARTS
IN
SOCIOLOGY**

WITH EFFECT FROM 2023-24 ONWORDS

**DEPARTMENT OF SOCIOLOGY, (UG & PG)
GOVERNMENT COLLEGE (AUTONOMOUS) KALABURAGI**



**Government College (Autonomous)
Kalaburagi**

**DEPARTMENT OF SOCIOLOGY (UG & PG)
THE MEETING OF BOARD OF STUDIES IN SOCIOLOGY (UG)**

The Meeting of the BOS in Sociology (UG) Syllabus has held at 11:30 am on 12-09-2023 in the Department of Sociology Government College (Autonomous) Kalaburagi to prepare and approve the NEP Vth & VIth Semester Syllabus in Sociology to be introduced from the academic year 2023-24 onwards.

The following members were present in the meeting:

- | | | |
|---------------------------|---------------------------------|--------------------|
| 1. Dr. Vijaylaxmi Biradar | Chairman | <i>V. Biradar</i> |
| 2. Smt. Kavita Huli | Internal Member | <i>Kavita</i> |
| 3. Dr. Humera Nuzhat | Internal Member | <i>H. Nuzhat</i> |
| 4. Dr. Ramesh | Internal Member | <i>Ramesh</i> |
| 5. Dr. Mahesh Ganwar | External Member | <i>M. Ganwar</i> |
| 6. Dr. Heeru Rathod | External Member | <i>H. Rathod</i> |
| 7. Dr. N.H. Patil | Representative From Allied area | <i>N.H. Patil</i> |
| 8. Dr. Shinde Jagannath | University Nominee | <i>J. Shinde</i> |
| 9. Smt. Nagamma Hosamani | Alumni | <i>N. Hosamani</i> |

Proceedings and Minutes of the Meeting

The BOS has carefully looked into the entire Bachelors of Arts in Sociology Syllabus, prepared by the State Sociology Subject Expert Committee for UG. Now, for BA Vth & VIth Semester the Syllabus prepared by the said Committee is accepted in toto for 2023-24 and onwards. The External Members of the BOS has appreciated the appropriateness and relevance of the Syllabus as a Model Syllabus to Bachelors of Arts in Sociology. The Board has approved the Syllabus and the same will be forwarded to Faculty Committee for approving the Syllabus for the academic year 2023-24 onwards.

Kavita *H. Nuzhat* *N. Hosamani*



**Government College (Autonomous)
Kalaburagi**

DEPARTMENT OF STUDIES AND RESEARCH IN SOCIOLOGY

No. GCAK : ACA : 2023-24

Date : 12-09-2023.

To,
The Principal,
Government College (Autonomous)
Kalaburagi 585105

Respected Sir,

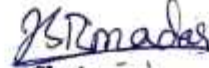
SUB:- SUBMITTING OF UG NATIONAL EDUCATION POLICY (NEP 2020)
SYLLABUS IN SOCIOLOGY FOR Vth & VIth SEMESTER.

With reference to the subject cited above, I am herewith submitting Board of Studies (UG) Approved Under Graduate National Education Policy (NEP 2020) Syllabus in Sociology for Vth & VIth Semester, for academic year 2023-24. And onwards

This is for your kind information and needful action.

Thanking You,

Yours Faithfully



Chairman

Department of Sociology (UG & PG)
Government College (Atonomous)
Kalaburagi.



Draft Amendments for Program Structure & Scheme of Teaching & Evaluation in UG 5th and 6th semesters

PROGRAMME STRUCTURE FOR B.A. BASIC DEGREE

Semester	DSC1	DSC2	OE/DSE/VC	AECC1	AECC2	AECC3	SBC	Yoga (1) [0+0+2]	VBC	Total
I*	A1.1 (3) +	B1.1 (3)	OE (3)	L1 - (3) [3+0+0]	L2 - (3) [3+0+0]	0	Digital Fluency (2) [1+0+2]	Yoga (1) [0+0+2]	Health & Wellness (1) [0+0+2]	25
	A1.2 (3)	B1.2 (3)								
II*	A2.1 (3) +	B2.1 (3)	OE (3)	L1 - (3) [3+0+0]	L2 - (3) [3+0+0]	3 (EVS)	0	Sports (1) [0+0+2]	NSS/NCC/ R &R / S & G / Cultural (1) [0+0+2]	26
	A2.2 (3)	B2.2 (3)								
III*	A3.1 (3) +	B3.1 (3)	OE (3)	L1 - (3) [3+0+0]	L2 - (3) [3+0+0]	0	Artificial Intelligence (2) [1+0+2]	Sports (1) [0+0+2]	NSS/NCC/ R &R / S & G / Cultural (1) [0+0+2]	25
	A3.2 (3)	B3.2 (3)								
IV*	A4.1 (3) +	B4.1 (3)	-	L1 - (3) [3+0+0]	L2 - (3) [3+0+0]	3 (IC)	Financial Education & Investment Awareness (2) [1+0+2]	Sports (1) [0+0+2]	NSS/NCC/ R &R / S & G / Cultural (1) [0+0+2]	25
	A4.2 (3)	B4.2 (3)								
V*	A5.1 (4) +	B5.1 (4)	-	0	0	0	Employability Skills / Cyber Security (3) [2+0+2]			27
	A5.2 (4) +	B5.2 (4)								
	A5.3 (4)	B5.3 (4)								
VI*	A6.1 (4) +	B6.1 (4)	-	0	0	0	Internship (2)			26
	A6.2 (4) +	B6.2 (4)								
	A6.3 (4)	B6.3 (4)								
Total Credits (Exit Option for B.A. Degree Basic)										154

* For a candidate opting the core subject (DSC) having practical component in the subjects viz., Psychology, Rural Development, Physical Education etc shall have the credit pattern as (4+2), for each DSC paper, where 4 credits are allocated for Theory (100 marks) and 2 credits are allocated for Practical (50 marks).



 Dr. Paula
 Dr. Anurag
 Dr. Anand

Semester V

Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	Exam Duration	SEE	IA	Total Marks	Credits
1	BA 5.1	5.1	DSC-1	4+0+0	4 hrs	60	40	100	4
2	BA 5.2	5.2		4+0+0	4 hrs	60	40	100	4
3	BA 5.3	5.3		4+0+0	4 hrs	60	40	100	4
4	BA5.4	5.1	DSC-2	4+0+0	4 hrs	60	40	100	4
5	BA5.5	5.2		4+0+0	4 hrs	60	40	100	4
6	BA5.6	5.3		4+0+0	4 hrs	60	40	100	4
7	BA 5.7	Employability Skills / Cyber Security	SEC-SB	3+0+0	3 hrs	60	40	100	3
Total for V Semester						420	280	700	27

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Semester VI

Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L + T + P)	Exam Duration	SEE	IA	Total Marks	Credits
1	BA 6.1	6.1	DSC-1	4+0+0	4 hrs	60	40	100	4
2	BA 6.2	6.2		4+0+0	4 hrs	60	40	100	4
3	BA 6.3	6.3		4+0+0	4 hrs	60	40	100	4
4	BA 6.4	6.1	DSC-2	4+0+0	4 hrs	60	40	100	4
5	BA 6.6	6.2		4+0+0	4 hrs	60	40	100	4
6	BA 6.6	6.3		4+0+0	4 hrs	60	40	100	4
7	BA 6.7	Internship	SEC-SB	0+0+2	2 hrs	0	50	50	2
Total for VI Semester						360	290	650	26

Exit Option with B.A (Basic) Degree with 154 credits. However, for the course matrix where EVS had only 02 credits, Exit Option with B.A (Basic) Degree shall be 153 credits.

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Sem No	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week	
					Theory	Practical
V	DSC	SOC C9	Social Entrepreneurship	4	4	-
		SOC C10	Society and Tribes	4	4	-
		SOC C11	Statistics for Sociological Research	4	4	-
VI	DSC	SOC C12	Sociological Perspectives	4	4	-
		SOC C13	Sociology of Health	4	4	-
		SOC C14	Society in Karnataka	4	4	-

Curriculum Structure for the Undergraduate Degree Program BA

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

Name of the Degree Program: BA

Discipline/Subject: Sociology

Title of the Course: (BA - 5th and 6th Semesters)

Course: DSC SOC C9 - Social Entrepreneurship		Course: DSC SOC C10- Society and Tribes	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
4	60	4	60

Course: DSC SOC C11 - Statistics In Sociological Research

Course: DSC SOC C12 - Sociological Perspectives

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Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
4	60	4	60

Course: DSC SOC C13 - Sociology of Health		Course: DSC SOC C14 - Society in Karnataka	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
4	60	4	60

Course: DSC SOC C15 - Education and Knowledge Society		Course DSC SOC C16 - Modern Sociological Theories	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
4	60	4	60

Program Articulation Matrix:

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

Objectives of Courses:

Sem	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy#	Assessment\$

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5	DSC - SOC C9	Social Entrepreneurship	<ol style="list-style-type: none"> 1. To provide knowledge about social entrepreneurship 2. To help to develop social entrepreneurship imagination 3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organisation 	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC - SOC C10	Tribal Society	<ol style="list-style-type: none"> 1. To provide basic knowledge about social organisation among tribals 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively 	B A 2nd year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

DSC - SOC C11	Statistics in Sociological Research	<p>1. General introduction to statistical techniques for analysing social science data</p> <p>2. To compute these basic statistics as appropriate for the data at hand</p> <p>3. Learn techniques for summarizing data, examining relationships among variables, generalizing from samples to populations, and testing statistical hypotheses</p>	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess problem solving capability
DSC - SOC C12	Sociological Perspectives	<p>1. To introduce major Sociological theoretical approaches</p> <p>2. To introduce and use fundamental categories of theory</p> <p>3. Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas</p>	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

6	DSC - SOC C13	Sociology of Health	<ol style="list-style-type: none"> 1. Understand the concept of health, illness and social conditions 2. Analyse the relationship between social factors and health status 3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC - SOC C14	Society in Karnataka	<ol style="list-style-type: none"> 1. Enhance Sociological knowledge about the Local and Regional context of Karnataka 2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics 3. Learn about the unique cultures in Karnataka 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

B.A. Semester V

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

Course 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

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

Course Outcomes (COs) for DSC 9:

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

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

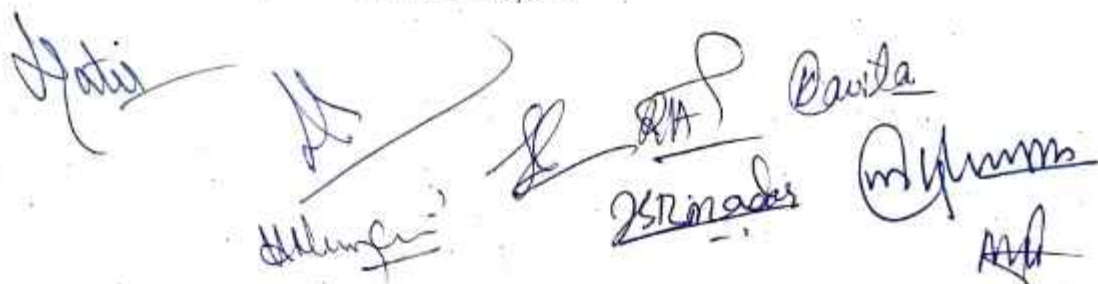
1. Understand the scope and need for social entrepreneurship
2. Plan and implement socially innovative ideas
3. Equipped to start their own social enterprise or non for profit organisation

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Articulation Matrix for Course 9: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

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

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.



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DSC SOC C9 -Content of Course : Social Entrepreneurship	60 Hrs
Unit 1 Fundamentals of Social Entrepreneurship	15
<p>Chapter 1 Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relation between Social Change and Social Entrepreneurship</p> <p>Chapter 2 Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Enterprising Nonprofits, Hybrid Models of Social Entrepreneurship</p> <p>Chapter 3 Identifying social business opportunities</p>	
Unit 2 Establishment of Non-Profit Organisations	15
<p>Chapter 4 Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit organisations (NPOs)</p> <p>Chapter 5 Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs</p> <p>Chapter 6 Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p>	
Unit 3 Management and Financing	15

<p>Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers; Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p>Chapter 8 Project Management: Definition of Concept; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p>Chapter 9 Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>	
<p>Unit 4 Case Studies</p>	<p>15</p>
<p>Chapter 10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B R Hills</p> <p>Chapters 11 & 12 Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)</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://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf

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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/social-institute-executive-factsheets/what-social-business>
<https://socialtrendspot.medium.com/what-is-the-difference-between-social-innovation-social-enterprise-social-entrepreneurship-fe3fce7bf925>
<https://www.albany.edu/faculty/miesing/teaching/socent/3> Recognizing Social Opportunities.pdf

Unit 2

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

Unit 3

<https://www.intechopen.com/chapters/55499>
<https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project>
Planning: Project development is, lot of research and planning.
<https://www.pm4dev.com/resources/manuals-and-guidelines/117-guide-for-ngo-s-project-preparation-and-management-euroaid/file.html>
http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf

Reference Books

Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press
Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Kochler 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	20
Written Test	20
Total	40

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

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B.A. Semester V

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

Course 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. To provide basic knowledge about social organisation among tribals, with specific focus on Karnataka
2. Critically understand the implications of changes occurring
3. Undertake micro research work and communicate effectively

Course Outcomes (COs) for DSC 10:

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

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

1. Understand and appreciate the social organisation among the tribals
2. Assess the impact of social changes on tribal social life
3. Handle micro research work and communicate effectively

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

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

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.

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DSC SOC C10 - Content of Course : Society and Tribes		60 Hrs
Unit - 1 Concepts and Categories		15
Chapter 1: Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India Chapter 2: Meaning of: Hadis, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations Chapter 3: Social System, Legal System, Political System, Economic System, Religion and Magic		
Unit - 2 Changes and Development Issues		15
Chapter 4: Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation Chapter 5: Tribalisation, Detribalisation, Retribalisation Chapter 6: Tribal Development and Welfare: Approaches - Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law		
Unit - 3 Studying Tribes		15
Chapter 7: Tradition of Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives Chapter 8: Sources of Data: Primary and Secondary Chapter 9: Participatory Method, Case Studies, Sample Surveys, Genealogies		
Unit-4 Field Work		15
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report		

Reference Books

- Ahuja, 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

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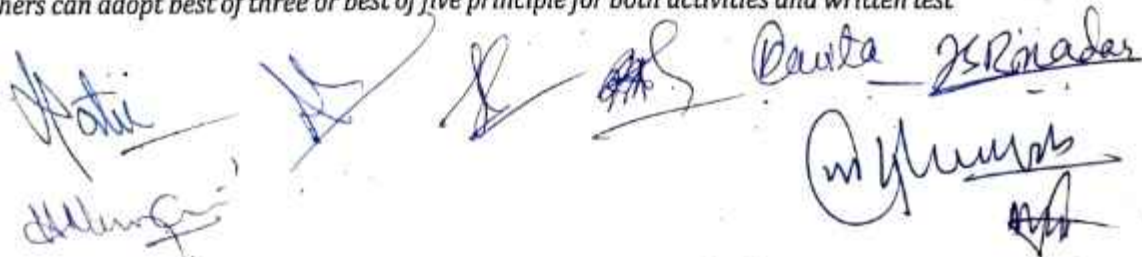
Thurston, Edgar C and K Rangachari Castes and Tribes of Southern India, Gyan Publishing House, New Delhi

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

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Fieldwork as per Unit 4	20
Written Test	20
Total	40

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


 A collection of handwritten signatures in blue ink. From left to right, there are approximately seven distinct signatures. The most legible one on the right is 'Bavita K. Ramesh'. Below it, another signature appears to be 'M. G. ...'.

B.A. Semester V

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

Course 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:

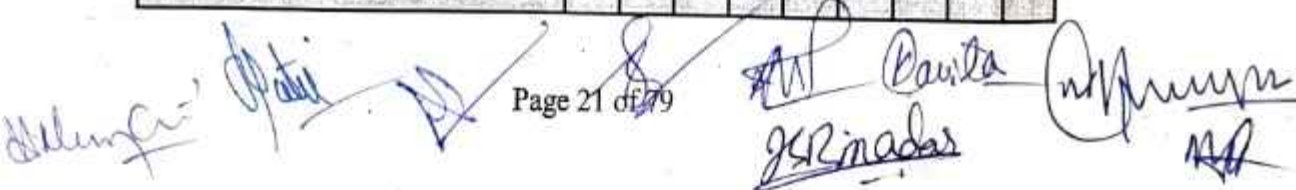
At the end of the course the student should be able to:

(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



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

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Reference Books

- Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in Statistical Computing for the Social Scientist, New York: John Wiley and Sons.
- Babbie, Earl 2013 The Practice of Social Research, Cengage, 13th Edition
- Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York
- 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.
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- Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill.
- Luker, Kristin 2008 Salsa Dancing into the Social Sciences, Harvard University Press, Harvard
- Rajaraman, V. (2004). Fundamentals of Computers, New Delhi: Prentice Hall.
- Shipman, Martin (1998). The Limitations of Statistics, London: Longman.
- Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

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B.A. Semester VI

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

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

Course Outcomes (COs) for DSC 12:

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. Appreciate the significance of major Sociological theories
2. Able to use fundamental theoretical categories
3. Understand the different nuances of concepts and terms

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

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

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.

DSC SOC C12 - Content of Course : Sociological Perspectives		60 Hrs
Unit 1 Basics of Theory		15
Chapter 1 Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro Chapter 2 Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking Chapter 3 Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation		
Unit 2 Structural Functional Perspective		15
Chapter 4 Origin of Functionalism and Structuralism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction Chapter 5 Postulates of Functional Analysis Chapter 6 Neo-functionalism		
Unit 3 Conflict Perspective		15
Chapter 7 Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony Chapter 8 Process of Social Conflict and Social Change; Chapter 9 Functions of Social Conflict		
Unit 4 Symbolic Interaction Perspective		15
Chapter 10 Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation Chapter 11 Importance of Meaning; Definition of Situation Chapter 12 Dramaturgy and Everyday Life		

Reference Books

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

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

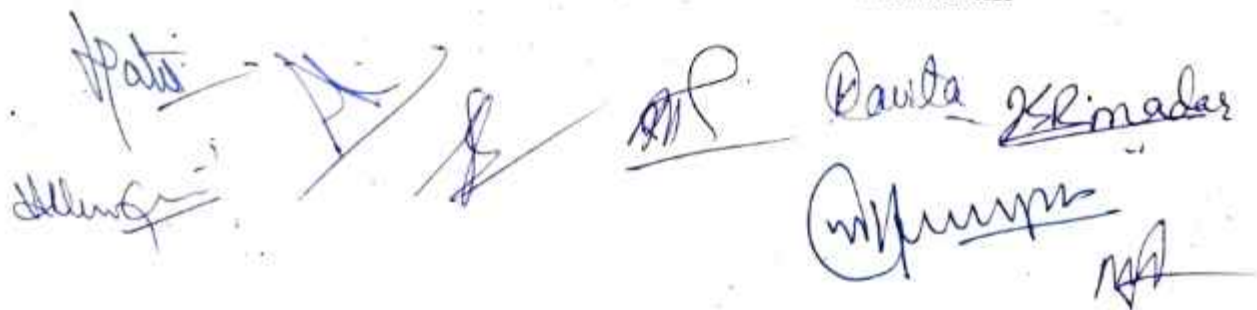
Black, Max ed. (1961). The Social Theories of Talcott Parsons: A Critical Examination, Carbondale: Southern Illinois University Press.

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- Coser, Lewis (1975). *Masters of Sociological Thought: Ideas in Historical and Social Context*, New York: Harcourt Brace Jovanovich.
- Firth, Raymond (1957). *Man and Culture: An Evaluation of the Work of Bronislaw Malinowski*, New York: Humanities Press.
- Giddens, Anthony (2004). *In Defense of Sociology*, Cambridge: Polity Press.
- Giddens, Anthony and J.H. Turner (1987). *Social Theory Today*, Cambridge: Polity Press.
- Jeffrey, Alexander C. (1985). *Neofunctionalism*, London: Sage.
- Luckmann, Thomas ed. (1978). *Phenomenology and Sociology: Selected Readings*, New York: Penguin Books.
- Merton, R.K. (1968). *Social Theory and Social Structure*, New York: The Free Press.
- Ritzer, George ed. (2007). *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.
- Routledge Library Edition (2004). *The Sociology of Radcliffe Brown*, London: Routledge.
- Scott, Applelrouth and Laura Desfor Edles (2008). *Classical and Contemporary Sociological Theory: Text and Readings*, California: Pine Forge Press.
- Tucker, K.N (2002). *Classical Social Theory*, Oxford: Blackwell Publication
- Wiseman, Boris (1998). *Introducing Lévi-Strauss*. Toronto: Totem Books.
- Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

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


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B.A. Semester VI

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

Course 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. Understand the concept of health, illness and social conditions
2. Analyse the relationship between social factors and health status
3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Course Outcomes (COs) for DSC 13:

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



David K. Madas

M. P. P. P. P.



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

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

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.



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DSC SOC C13 - Content of Course : Sociology of Health		60 Hrs
Unit 1 Introduction		15
Chapter 1 Sociology of Health: Meaning, Nature and Need; Scope: Sociology In Medicine and Sociology of Medicine Chapter 2 Emergence and Development of Sociology of Health in World and India Chapter 3 Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship		
Unit 2 Determinants of Health		15
Chapter 4 Social Determinants: Class, Caste, Power, Gender, Social Cohesion Chapter 5 Cultural Determinants: Beliefs, Nutrition, Environment Chapter 6 Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood		
Unit 3 Models of Health		15
Chapter 7 Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model Chapter 8 Sick Role and Experiencing Illness Chapter 9 Hospital as Social Organisation		
Unit 4 Health Care Reform		15
Chapter 10 Medicalisation and Pharamceuticalisation of Health Chapters 11 & 12 Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level		

Reference Books

- Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
- Annandale Allen (2001). The Sociology of Health and Medicine- A Critical Introduction, Cambridge: Polity Press.
- Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
- Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.

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

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

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

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

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

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

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

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

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Fieldwork as per Ch 11 and 12 of Unit 4	20
Written Test	20
Total	40

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


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B.A. Semester VI

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

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

Course Outcomes (COs) for DSC 14:

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. Acquaint and appreciate the cultural items of Karnataka
2. Critique the social changes occurring in Karnataka
3. Usefulness of sociological study in the contemporary society



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

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

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.

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

Reference Books

Government of Karnataka. Human Development Reports, Planning and Statistics Department, Bangalore.

Jai Prabhakar S C, Socio-Cultural Dimensions of Development in North Karnataka, CMDR

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 Allu...
 Datta
 K. R. Madas
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Monograph Series No. - 63.

Panchamukhi P R. 2001. North-South Divide: Karnataka's Development Scenario, CMDR

Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR),
Dharwad, Karnataka.

Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Online
webpage of languageindia.com. M. S. Thirumalai.

Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University
of Mysore Historical Series, University of Mysore, Mysore.

Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore.

Nanjundappa High Commission Report,

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Fieldwork as per Ch 11 and 12 of Unit 4	20
Written Test	20
Total	40

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

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A
S
P
Pavita
K. R. M. S. S.
M. S. S.
M. S. S.

Govt College (Autonomous) Kalaburagi

Dept of Sociology (UG) B.A UG Course in Sociology

Model Question Paper pattern from the academic year
2023-24.

Section A

I Answer the following questions (any ten) in two or three sentences each. (2x10=20)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)

Section B

II Answer the following questions in brief (any four) (4x4=20)

- 13)
- 14)
- 15)
- 16)
- 17)
- 18)

Section - c

III Answer the following questions in detail (any two) (10x2=20)

- 19)
- 20)
- 21)
- 22)

The following B.O.'s members are present in the meeting and approved the same.

- 1) DR Vijaylakshmi Biradar - Chairman J. Biradar
- 2) Smt Kamita Heli - Internal member Devita
- 3) DR Humera Nuzhat - Internal member
- 4) DR Ramesh - Internal member RAH
- 5) DR Mahesh Ganwar - External member Alprena
- 6) DR Heeru Rathod - External member Heer
- 7) Dr N.H. Patil - Representative from Allied area
- 8) Dr Shinde Jagannath - University Nominee Shinde
- 9) ~~Smt~~ DR Naganasa Hasanani - Alumni. RAH