

GOVERNMENT OF KARNATAKA
Department of Collegiate and Technical Education



GOVERNMENT COLLEGE (AUTONOMOUS)
SEDAM ROAD KALABURAGI



KARNATAKA STATE EDUCATION POLICY 2024
CURRICULUM STRUCTURE FOR UNDER GRADUATE PROGRAMME FOR
BACHELOR OF ARTS IN SOCIOLOGY

SOCIOLOGY SYLLABUS
WITH EFFECT FROM 2024-25 ONWARDS

DEPARTMENT OF SOCIOLOGY
GOVERNMENT COLLEGE (AUTONOMOUS)
SEDAM ROAD KALABURAGI



GOVERNMENT OF KARNATAKA
DEPARTMENT OF COLLEGIATE AND TECHNICAL EDUCATION
GOVERNMENT COLLEGE (AUTONOMOUS) KALABURAGI - 585105

Phone: 08472-245064

(Re-Accredited by NACC with "B" Grade)

www.gcak.ac.in

Ref No.: GCAK(AI)/ /BOS(UG)/2024-25/

Date: 02.08.2024

To,
The Dean (UG Arts)
Academic Section
Govt. College (Autonomous) Sedam Road,
Kalaburagi.

Respected Sir,

Sub: Submission of BOS Approved Syllabus under SEP Scheme.

- Ref:** 1) HOD meeting Resolution dated 30/07/2024
2) Department Council meeting Resolution dated 31/07/2024
3) BOS Meeting and Proceeding dated 02/08/2024

With reference to above subject, I am submitting BOS Approved Syllabus of B.A. I and II Sem in Sociology as per reference No. 1. We have proceeded with Dept. meeting and hence finally discussed in BOS & as per discussion and suggestion, Draft Syllabus prepared then it is approved by BOS as per ref, 2 & 3 along with Blue Print and Model Question Paper and external examiner list.

In the same BOS meeting modified BOS under SEP also approved.

Thanking you,

Your's faithfully,

Encl:

- 1) Approved Signed BOS formats
- 2) Approved Syllabus of B.A. I & II Sem. Core Papers along with blue print and model question paper.
- 3) Approved BOS proceeding copy
- 4) Approved External Examiner list.

Copy: To Principal for information



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Ref No.: GCAK/BOS(UG)/(Dept)/SEP/2024-25/

Date: 02-08-2024

OFFICE ORDER

- Sub: Appointment of Members of Board of Studies (UG) in Sociology
Ref: 1) UGC Revised Guidelines for Autonomous College dt. 19.01.2018
2) Karnataka Govt. Order No: ED 166 UNE 2023, BENGALURU, Dt: 08.05.24
3) Registrar, GUK Letter No. GUK/BOS/2017-18/2547 dated 24/01/2018.
4) Resolution of the DC meeting held on 02/08/2024

Advert to the above cited subject and references, the Board of Studies (UG) in Sociology has been constituted as shown below.

Board of Studies (UG) in Sociology

Sl No	Name of the Member	Designation	Address with Phone Number	Appointed as
1	Dr. Vijaylaxmi Biradar	Professor	Dept of Sociology GCAK 9480161706	Chairman
2	Smt Kavita Huli	Asst. Professor	Dept of Sociology GCAK 7204339919	Member
3	Dr. Humera Nuzhat	Asso. Professor	Dept of Sociology GCAK 9482843044	Member
4	Dr Ramesh	Asst. Professor	Dept of Sociology GCAK 9945043485	Member
5	Dr Mahesh Ganwar	Asst. Professor	V.G. Women's College Kalaburagi 8105010493	External Member (Other than Parent University)
6	Dr Heeru Rathod	Asso. Professor	GFWC Yadgir 988652908	External Member (Other than Parent University)
7	Dr. N.H. Patil	Retired Professor	President Alumni Association Gulbarga University Kalaburagi 9448892249	External Member Representing Industry / Corporate Sector / Allied Area
8	Dr. Nusrat Fatima	Professor & Chairman	Dept. of Sociology Gulbarga University Kalaburagi 9731979081	University Nominee
9	Dr. Nagamma Hosamani	Alumni	Lecturer	Alumni Member

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Principal

(Handwritten signature and date)
3/8/2024

PRINCIPAL

Govt. College (Autonomous)
Sedam Road, KALABURAGI-585 105

Copy to:

- Chairman Board of Studies (UG) in Sociology
- All the members of BOS
- Academic Dean (UG) Govt College (Autonomous) Kalaburagi
- Office Copy

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ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಕಾಲೇಜು ಮತ್ತು ತಾಂತ್ರಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ
ಸರಕಾರಿ ಮಹಾವಿದ್ಯಾಲಯ (ಸ್ವಾಯತ್ತ), ಕಲಬುರಗಿ.
(ನ್ಯಾಕ್‌ನಿಂದ "ಬಿ" ಶ್ರೇಣಿಯ ಪುರುಷಾಸ್ಪತ್ ಪಡೆದಿರುತ್ತದೆ.)
ಸೇಡಂ ರಸ್ತೆ, ಕಲಬುರಗಿ-585105



Draft

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email: govt.cleglb@gmail.com





Distribution of Courses/ Papers in Undergraduates Programme I to VI Semester as per State Education Policy (SEP)

Proposed for B.A./B.COM Courses

Major with General For I/A & Single Major for B.C (D) effect from 2024-25

Course Category	Course Code	Title of the Paper	Marks			Teaching hours / week			Credits	Duration of Exams (Hrs)
			Sem. Exam	IA	Total	L	T	P		
I language	MIL	Kannada/MIL-1	80	20	100	4	-	-	3	3
I language	MEL	English-1	80	20	100	4	-	-	3	3
CC/CV	AECC	EVS (B.A./B.Com)/ Constitutional Values (B.Sc)	40	10	50	2	-	-	2	2
DSC	DSC-T-1		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
Total Marks/ Credits for First Semester:			440	110	550				23	
I language	MIL	Kannada/MIL-2	80	20	100	4	-	-	3	3
I language	MEL	English-2	80	20	100	4	-	-	3	3
CC/CV	AECC	EVS (B.Sc)/ Constitutional Values (B.A./B.Com)	40	10	50	2	-	-	2	2
DSC	DSC-T-2		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
Total Marks/ Credits for Second Semester:			440	110	550				23	
I language	MIL	Kannada/MIL-3	80	20	100	4	-	-	3	3
I language	MEL	English-3	80	20	100	4	-	-	3	3
DSC	DSC-T-3		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
DSE-1	OE	ELECTIVE-1	80	20	100	3	-	-	3	3
Total Marks/ Credits for Third Semester:			480	120	600				24	
I language		Kannada/MIL-4	80	20	100	4	-	-	3	3
I language		English-4	80	20	100	4	-	-	3	3
DSC	DSC-T-4		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
DSC	-		80	20	100	5	-	-	5	3
DSE-2	OE	ELECTIVE-2	80	20	100	3	-	-	3	3
Total Marks/ Credits for Fourth Semester:			480	120	600				24	
DSC	DSC-A		80	20	100	4	-	-	4	3
DSC	DSC-B		80	20	100	4	-	-	4	3
DSC	DSC-A		80	20	100	4	-	-	4	3
DSC	DSC-B		80	20	100	4	-	-	4	3
DSC	DSC-A		80	20	100	4	-	-	4	3
DSC	DSC-B		80	20	100	4	-	-	4	3
SFC	-	Compulsory /Skill-- (1 Unit based on Research Methodology+ 1 Unit Theory)	40	10	50	2	-	-	2	4
Total Marks/ Credits for Fifth Semester			520	130	650				26	
DSC	DSC-A		80	20	100	4	-	-	4	3
DSC	DSC-B		80	20	100	4	-	-	4	3
DSC	DSC-A		80	20	100	4	-	-	4	3
DSC	DSC-B		80	20	100	4	-	-	4	3
DSC	DSC-A		80	20	100	4	-	-	4	3
DSC	DSC-B		80	20	100	4	-	-	4	3
SFC	-	Compulsory /Skill-(Project/Dessertation/Internship/KJK)	40	10	50	2	-	-	2	4
Total Marks/ Credits for Sixth Semester:			520	130	650				26	
Total Marks/ Credits for the Course			2880	720	3600				146	

Note: Course = paper; CC/CV: Compulsory Course/ Constitutional Value; DSC: Discipline Specific Core Course; SEC=Skill Enhancement Course; DSE= Discipline Specific Elective; SEC= Skill Enhancement Courses; ABC= Activity Based Courses, (L= Lecture; T=Tutorial; P= Practical); MIL.= Modern Indian Language, MEL - Modern European language

 ಪ್ರಾಂಶುಪಾಲರು
 ಸರಕಾರಿ ಮಹಾವಿದ್ಯಾಲಯ (ಸ್ವಾಯತ್ತ)
 ಸೇಡಂ ರಸ್ತೆ, ಕಲಬುರಗಿ-585 105

GOVERNMENT COLLEGE (AUTONOMOUS) KALABURAGI

**Department of Sociology
proposed Undergraduate Syllabus as per State Education Policy for the
academic year 2024-25**

	Type of Paper	Title of the Paper	No of teaching hours / week	No of Credits	Theory marks	IA Marks	Total Marks
I	DSC-1	Introductory Sociology	05	05	80	20	100
II	DSC-2	Changing Social Institutions in India	05	05	80	20	100
III	DSC-3	Methods of Social Research	05	05	80	20	100
	OE-1	Indian Society – Continuity and Change	03	03	80	20	100
IV	DSC-4	Pioneers in Sociology	05	05	80	20	100
	OE-2	Society through gender lens	03	03	80	20	100
	DSC-5	Sociology of Rural life in India	04	04	80	20	100
V	DSC-6	Social Demography	04	04	80	20	100
	SEC-I	Fundamental of Social Research I	02	02	40	10	50
	DSC-7	Current Social Problems in India	04	04	80	20	100
VI	DSC-8	Sociology of Urban life in India	04	04	80	20	100
	SEC-II	Fundamentals of Social Research II	02	02	40	10	50
			46	46	880	220	1100

SEMESTER-I

DSC-I INTRODUCTORY SOCIOLOGY

Objectives:

- To associate the students with the evolution of the subject and provide them with the knowledge to analyse society from a sociological perspective.
- To provide students with the ability to understand, examine and explain, Basic concepts, stratification & mobility. Social processes, culture and socialization and their impact on the individual.
- To gain ideas about social change and social control.
- To mould the students as ethical human being and good citizens.

Unit-I: Introduction to Sociology

CHAPTER-1 INTRODUCTION

- 1) Emergence and Development of Sociology.
- 2) Meaning, Definitions, Nature and Scope of Sociology.
- 3) Significance of Sociology.

CHAPTER-2 FOCUS OF SOCIOLOGY

- 1) Relation of Sociology with other sciences-History, Economics & Political Science.
- 2) Social psychology, public Health, Criminology.

CHAPTER-3 BASIC CONCEPTS

- 1) Society – meaning, Definitions and Characteristics
- 2) Community – Meaning, Definitions and Characteristics
- 3) Institutions – Meaning, Definitions and Characteristics
- 4) Association – Meaning, Definitions and Characteristics

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Unit-II – Social Stratification and Mobility

CHAPTER-4 SOCIAL STRATIFICATION

- 1) Meaning, Definitions and Characteristics of Stratification.
- 2) Forms of Stratification.
- 3) Theory of Stratification, Views of Karl Marx (Social Class).

12

CHAPTER-5 SOCIAL MOBILITY

- 1) Meaning, Definitions and Nature of Social Mobility.
- 2) Forms of Social Mobility.
- 3) Theory of Social Mobility Views of Pitrim Sorokin.

Unit-III – Social Processes and Social change

CHAPTER-6 SOCIAL PROCESSES

- 1) The concept of Social Process.
- 2) Meaning of Social Interaction.
- 3) Kinds of Social Process Interaction, Co-Operation, Competition, Conflict, Accommodation and Assimilation.

CHAPTER-7 SOCIAL CHANGE

- 1) Meaning, Definitions and Characteristics of Social Change.
- 2) Factors of Social Change.
- 3) Theory of Social Change – Cyclical Theory (Spengler, Toynbee).

15

CHAPTER-8 SOCIAL CONTROL

- 1) Meaning, definitions and nature of social control.
- 2) Purposes of Social Control.
- 3) Forms of Social Control formal and Informal Social Control.

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Unit-IV – Culture and Socialization

CHAPTER-9 CULTURE

- 1) Meaning and Characteristics of Culture.
- 2) Types of Culture, Material and Non-Material Culture.
- 3) Cultural Lag, Cultural Shock and Cyber Culture.

CHAPTER-10 SOCIALIZATION

- 1) Meaning and Stages of Socialization.
- 2) Agencies of Socialization.
- 3) Theories of Socialization.

C.H. Cooley, Looking Glass Self.

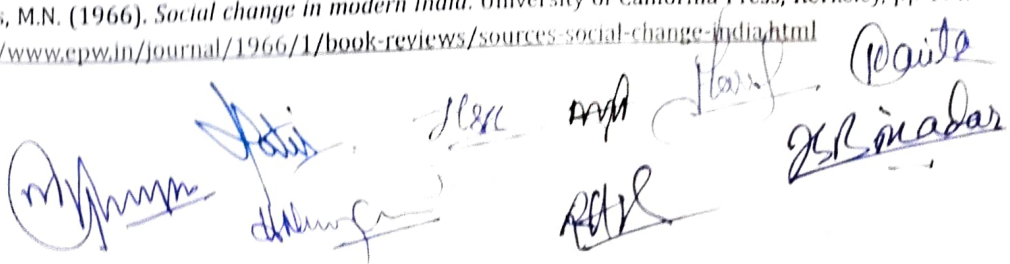
G.H. Mead 'Mind^{Self} and Society.

13

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M. J. ...
Hate ...
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Datta ...
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REFERENCES:

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2. Stenquist, A. (1984). *A short history of sociological thought*. Macmillan, Hong Kong.
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WEB SOURCES:

UNIT - I: INTRODUCTION TO SOCIOLOGY

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<https://opentextbc.ca/introductiontosociology/chapter/chapter1-an-introduction-to-sociology/>
2. OWL (2024). <https://upscsociology.in/emergence-of-sociology/>
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UNIT - II: SOCIAL STRATIFICATION AND MOBILITY

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4. Diaspora: Social Science, Migration and Identity. <https://www.britannica.com/topic/diaspora-social-science>

UNIT - III: SOCIAL PROCESSES AND SOCIAL CHANGE

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4. Descent Sociology. <https://courses.lumenlearning.com/wm-introductiontosociology/chapter/lines-of-descent-and-family-stages/>

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CULTURE AND SOCIALISATION

UNIT - IV:

1. NCERT: Culture and Socialization. <https://ncert.nic.in/textbook/pdf/keasy104.pdf>
2. Erika Gutierrez, Janét Hund, Shaheen Johnson, Carlos Ramos, Lisette Rodriguez, & Joy Tshako. Open Educational Resources Initiative (OERI).
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6. Meaning and Types of Culture: <https://egyankosh.ac.in/bitstream/123456789/38826/1/Unit-1.pdf>
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UNIT - V: SOCIAL CONTROL AND SOCIAL CHANGE

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RAH
Ravita
K. R. Nadas

SEMESTER-II

DSC 2 CHANGING SOCIAL INSTITUTIONS IN INDIA

OBJECTIVES:

- To make students understand the new forms taken by institutions of family and marriage.
- Students will understand the role played by religion in modern world.
- Sensitize the students to the conflicting norms of secularism and living by one's religious beliefs.
- Appreciate the role of education and challenges in making education accessible to all.
- Recognize the social nature of economy and work.
- Grasp the opportunities offered by democracy and the threats it faces.

UNIT-I FAMILY AND MARRIAGE

CHAPTER 1: FAMILY

- 1) Family – Definitions of family and household.
- 2) Changing structure of family.
- 3) Changes in size and composition.
- 4) Changes in care giving of children and elderly.

CHAPTER 2: FAMILY AND GENDER

- 1) Weaking of Gender an age stratification.
- 2) Democratizations of Relationship between Spouse, Parent, Children and Step parenting.

CHAPTER 3: MARRIAGE

- 1) Marriage – Definitions; Changing patterns of marital relations.
- 2) Cohabitation, separation divorce and Re-marriage.

CHAPTER 4: CHANGES IN MARRIAGES

- 1) Changes in age of marriage, decision making and regional variations.
- 2) Decrease in number of children and voluntary childlessness.

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UNIT-III ECONOMY AND WORK

CHAPTER 7: ECONOMY AND TECHNOLOGY

- 1) Definitions of Economy and work.
- 2) Job Insecurity, Unemployment, out sourcing, opportunities and threats.
- 3) Automation and advancement of technology.

10

UNIT-IV POLITICAL INSTITUTIONS

CHAPTER 8: DEMOCRACY AND SOCIAL WELFARE

- 1) Definitions of Political Institutions, Government and State.
- 2) Status of Democracy in India.
- 3) Challenges, Fundamentalism, Regionalism.
- 4) Globalization and Social Welfare.

PEDAGOGY

- 1) Field Visit, Assignment, Seminar, Group Discussions etc.

Assessment Pattern

Formative Assessment	
Assessment Type	Weightage in Marks
Internal Test C1	10
C2	10
Total	20

15

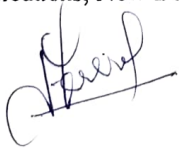
Course Outcome:

- 1) Students develops analytical perspectives in understanding marriage and family.
- 2) Understands the role of Religion and Education in the modern world.
- 3) Understand, influence of Technology on Economy.
- 4) Understands the concept of Social welfare with reference to Democracy.

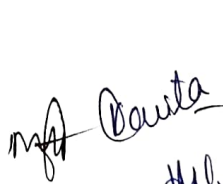
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Text Books

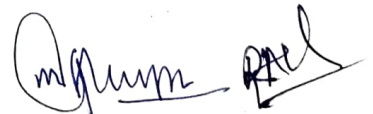
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5. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
6. Hariambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
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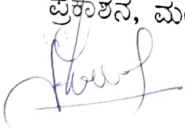
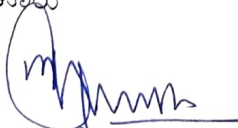









೧. ಇಂದಿರಾಆರ್ ೧೯೯೫ ಭಾರತೀಯ ಸಮಾಜ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೨. ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋಧರಾಗೌಟ್ರಸ್, ಮೈಸೂರು
೩. ಇಂದಿರಾಆರ್ ೨೦೦೨ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕುಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
೪. ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೨-೨೦೦೬ ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ) ಸಾರಾಎಂಟಪ್ರೈಸಸ್, ಮೈಸೂರು
೫. ಇಂದಿರಾಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ (ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
೬. ಇಂದಿರಾಆರ್, ೨೦೧೬ ಹೆಣ್ಣು, ಹಕ್ಕು ಮತ್ತು ಹೋರಾಟ (ಪ್ರಜಾವಾಣಿ ಪತ್ರಿಕೆಯಲ್ಲಿ ೨೦೦೯-೨೦೧೩ ರವರೆಗೆ ಹೊಸದಾರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರಕಟಿತವಾದ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತ ಬರಹಗಳು), ಪ್ರಗತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೭. ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೮. ನಾಗೇಶ್, ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ) ೧೯೯೮ ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೯. ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
೧೦. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೧. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೫ ಭಾರತದ ನಗರ ಸಮಾಜ ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ ಧಾರವಾಡ
೧೨. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೩. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಭಾರತೀಯ ಸಮಾಜ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೪. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೫. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅಭಿವೃದ್ಧಿ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೬. ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೮ ಭಾರತೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ ೨೦೧೮, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
೧೭. ಶಂಕರರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದಶ ನ ಭಾಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
೧೮. ಶಂಕರರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

References

Unit 1: Family and Marriage

- <https://courses.lumenlearning.com/wmopen-introsociology/chapter/marriage-and-family/>
- <https://courses.lumenlearning.com/boundless-sociology/chapter/recent-changes-in-family-structure/>
- <https://www.thehindu.com/news/national/how-the-nature-of-indian-families-is-changing/article28281107.ece>
- <https://www.bbc.com/news/world-asia-india-54053091> Why Indians Continue to Live in Joint Families
- <https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/>
- <https://www.asanet.org/sites/default/files/savvy/introsociology/Documents/ActivitiesForExploringFamilyBobGreene.html> This site by American Sociological Association provides many examples for conducting activities related to family and marriage
- http://rchiips.org/nfhs/factsheet_NFHS-5.shtm Data of National Family and Health Survey-5 is available for every district in this website

Unit 2: Religion and Education

- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/21/by-2050-india-to-have-worlds-largest-populations-of-hindus-and-muslims/>
- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/02/7-key-changes-in-the-global-religious-landscape/>
- <https://www.pewresearch.org/search/secular> Women in many countries face problem about their dress by religious groups/secular groups
- <https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-first> Link to the complete report available along with resources like video etc.

Unit 3: Economic and Political Institutions

- <https://courses.lumenlearning.com/cochise-sociology-os/chapter/women-in-the-workplace/>
- <https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/>
- <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
- <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html>
- <https://askanydifference.com/difference-between-government-and-governance/>
- <https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x> How does economic globalisation affect the welfare state?
- https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/NW_Globalisation_and_the_Welfare_State.pdf

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

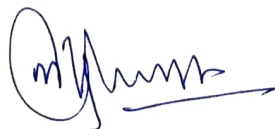
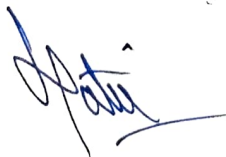
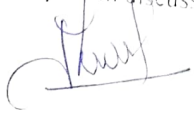
Suggested Activities

Unit 1: Family and Marriage

- (1) NFHS data related to Karnataka can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data
- (2) Students can interview a small sample of 10-15 persons, in the neighborhood of their residence and elicit answers for two questions:
(a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Size of the report can vary from 750-2000 words, depending on the number of students involved and they should use appropriate tables and charts to present their data.
- (3) Activity 1 can be carried out with by varying questions related to respondents' opinions on age of marriage, divorce, separation and cohabitation etc. associated with the institution of family

Unit 2: Religion and Education

1. Students can be made to collect information about the level of participation in religious organizations and programmes among 15-20 young persons (as an individual or group activity) and submit their data as a report that can vary from 750-2000 words with appropriate tables and charts
2. Debates about State interfering in religious beliefs associated with social institutions like family, marriage, divorce, property rights are seen since many decades in India. Students can conduct a micro-study on common people's opinion about these issues, present their data in the class room along with a report
3. In the Suggested Internet Links, UNESCO Report on Education in India 2020 is provided. Summary/data sheets can be used to cover topics like literacy level, enrolment ratio, gender and education etc. Similarly State of Education - India can be fruitfully utilized by students to present their understanding of issues and reasons for lack of quality education in India
4. A survey of students/youth of college can be conducted to understand their concerns about their opportunities in employment market by asking four-five questions - sex, age, education level and opinion, for example.
5. A report can be prepared by students about the problems faced by special children at different levels of schools/college and present it in the context of inclusive education policy
6. Movies like Sarkari hiriya prathamika shaale can be screened/viewed and students can participate in discussion or present in writing their opinions



Unit 3: Economic and Political Institutions

1. Indian amended the Maternity Benefit Act in 2017 extending many benefits to women workers, including 6 months maternity leave. How has this amendment benefited women in private sector, can be examined by students and discuss whether this act is beneficial to women's employment opportunities in the long run
2. <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html> This article in New York Times reports various reasons for fathers not opting for paternal leave while it is "mandatorily" expected that mothers should utilize the facility. A discussion can be held in the class room to understand the sociological roots of this behavior difference in men and women, pressure of expectations, gender division of labor. Teachers can present the news report as a summary or reading sheet to facilitate the discussion. One more article which can be used is: <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
3. BPOs provide ample opportunities for young women and men to work in India. It is a growing market and onsite training is given for new recruits. It is also an area where job insecurity is very high. Students can interview a few employees to understand the opportunities and threats they face in this area of work
4. Seasonal unemployment is very common for agricultural laborers. How do laborers cope with this situation and the problems they encounter can be documented by students
5. Migration from rural rural to urban areas is increasing. Experience of these migrant labourers can be reported as case study
6. <https://supplychaindigital.com/supply-chain-2/indias-bpo-market-could-reach-dollar250-billion>
7. Every rural/urban area has its own elected local body. Students can find out the difference between government and governance by documenting how people's representatives are elected (government) and the level of adherence to rules and regulations by these representatives and bureaucrats (governance) by doing social audit of public infrastructure like roads, availability/supply of water, response to complaints by public etc

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QUESTION PAPER PATTERN FOR DSC (MAJOR) SUBJECTS UNDER STATE EDUCATION POLICY
WITH EFFECT FROM 2024-25

(SEMESTER I TO VI)

SUBJECT:

TITLE OF THE PAPER:

SEMESTER:

Time: 3 Hours

Max. Marks: 80

Section - A

I. Answer any TEN of the following

(2x10=20)

1. } From Unit 1
2. }
3. }
4. } From Unit 2
5. }
6. }
7. } From Unit 3
8. }
9. }
10. } From Unit 4
11. }
12. }

Section - B

II Answer any SIX of the following

(5x6=30)

13. } From Unit 1
14. }
15. } From Unit 2
16. }
17. } From Unit 3
18. }
19. } From Unit 4
20. }

Section - C

II Answer any THREE of the following

(10x3=30)

21. From Unit 1
22. From Unit 2
23. From Unit 3
24. From Unit 4

ಪ್ರಾಚಾರ್ಯರು
ಸರ್ಕಾರಿ ಮಹಾವಿದ್ಯಾಲಯ (ಸ್ವಾಯತ್ತ)
ವೀದಂ ರಸ್ತೆ, ಕಲಬುರಗಿ-585 105

GOVERNMENT COLLEGE (AUTONOMOUS) KALABURAGI

DEPARTMENT OF SOCIOLOGY

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