

SYLLABUS

Bachelor of Arts (B.A.) Program in SOCIOLOGY

Under the State Education Policy (SEP)

With effect from the Academic Year 2024-25

Under

**Choice Based Credit System
(CBCS)**

**Continuous Evaluation Pattern
System (CEPS)**

Approved by

Board of Studies (UG) in Sociology

June 2026, Tumakuru

TUMKUR UNIVERSITY
SOCIOLOGY CURRICULUM

Name of the Degree Program: Bachelor of Arts in Sociology

Choice Based Credit System (CBCS)

Starting year of Implementation: 2024-25

General Objectives of the Program:

- Cultivate the ability to think critically and analytically about complex issues and encouraging students to evaluate arguments, identify biases, and formulate well-reasoned conclusions.
- Enhance students' oral and written communication skills, enabling them to articulate ideas clearly and persuasively across diverse contexts.
- Foster an appreciation for the interconnectedness of various disciplines within the arts and humanities and promoting a holistic understanding of cultural, historical, and social phenomena.
- Encourage the development of creative and innovative approaches to problem-solving, artistic production, intellectual inquiry and allowing students to express themselves through various mediums.
- Increase awareness of and sensitivity to diverse cultures, traditions and perspectives; preparing students to engage thoughtfully with a globalized world.
- Equip students with the ability to navigate ethical dilemmas by understanding moral principles, evaluating different viewpoints, and making decisions that reflect integrity and social responsibility.
- Develop Students research skills, including the ability to conduct independent inquiries, evaluate sources, and synthesize information to contribute meaningfully to academic and professional fields.
- Provide a deep understanding of historical contexts and their influence on contemporary issues; enabling students to appreciate the roots of modern society and cultural development
- Prepare Students for leadership roles by fostering teamwork, collaboration, and the ability to work effectively in diverse groups toward common goals.
- Instill a commitment to lifelong learning, encouraging students to continuously seek knowledge, adapt to change, and engage in personal and professional development throughout their lives.

Outcomes for a Bachelor of Arts (B.A.) Program:

- Graduates will be able to critically analyze complex ideas, arguments, and evidence, leading to well-reasoned conclusions and decisions.
- Graduates will develop strong oral and written communication abilities, allowing them to effectively convey ideas, arguments, and narratives to diverse audiences.
- Graduates will demonstrate the ability to integrate knowledge from multiple disciplines within the arts and humanities, offering well-rounded perspectives on cultural, social, and historical issues.
- Graduates will be equipped to approach challenges creatively, applying innovative thinking and artistic expression in various professional and personal contexts.
- Graduates will have a deep understanding of and appreciation for cultural diversity, enabling them to engage respectfully and thoughtfully in a globalized world.
- Graduates will be able to identify and navigate ethical dilemmas with sound judgment, demonstrating a commitment to integrity and social responsibility in their professional and personal lives.
- Graduates will have developed strong research skills, enabling them to independently conduct inquiries, analyze data, and contribute new insights to academic and professional fields.
- Graduates will have a solid understanding of historical events and their influence on Contemporary society, allowing them to contextualize modern issues and developments.
- Graduates will be capable of leading and collaborating effectively in diverse teams, contributing to successful group outcomes in various professional settings.
- Graduates will possess a lifelong commitment to learning and personal growth, continually seeking new knowledge and adapting to changing circumstances in their careers and lives.

Annexure - II

TUMKUR UNIVERSITY

Proposed Syllabus of Sociology UG Program under State Education Policy (SEP)

With Effect from the Academic Year 2024-25

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

SEM	Course Category	Course Code	Course Title	Credits	Teaching Hours Per Week	Duration Of Exam (Hrs)	IA Marks	SA Marks	Total Marks
I	DSC	SOCDSC-1	Introduction to Sociology	5	5	3	20	80	100
II	DSC	SOCDSC-2	Foundation of Sociology	5	5	3	20	80	100
III	DSC	SOCDSC-3	Study of Indian Society	5	5	3	20	80	100
	DSE	SOCDSE-1(A)	Sociology of Tourism and Management	3	3	3	20	80	100
		SOCDSE-1(B)	Sociology of Food Culture	3	3	3	20	80	100
		SOCDSE-1(C)	Sociology of Everyday Life	3	3	3	20	80	100
IV	DSC	SOCDSC-4	Rural Society in India	5	5	3	20	80	100
	DSE	SOCDSE-2(A)	Sociology of Health and Medicine	3	3	3	20	80	100
		SOCDSE-2(B)	Society and Artificial Intelligence	3	3	3	20	80	100
		SOCDSE-2(C)	Applied Sociology in Media and Communication	3	3	3	20	80	100
V	DSC	SOCDSC-5	Classical Thinkers and Sociological Theories	5	5	3	20	80	100
		SOCDSC-6(A)	Contemporary Social Issues In India	5	5	3	20	80	100
		SOCDSC-6(B)	Social Entrepreneurship	5	5	3	20	80	100
	SEC	SOC SEC-1(A)	Corporate Social Responsibility	2	3	1½	10	40	50
		SOC SEC-1(B)	Sociology of Disaster Management	2	3	1½	10	40	50
VI	DSC	SOCDSC-7	Methods and Techniques of Social Research	5	5	3	20	80	100
		SOCDSC-8(A)	Indian Social Reformers	5	5	3	20	80	100
		SOCDSC-8(B)	Sociology of Human Resource Management	5	5	3	20	80	100
	SEC	SOC SEC-2(A)	Public Health Consultancy	2	3	1½	10	40	50
		SOC SEC-2(B)	Sociology of Law	2	3	1½	10	40	50

DSC: Discipline Specific Core

DSE: Discipline Specific Elective

SEC: Skill Enhancement Course

Formative Assessment Pattern

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

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

Marks Pattern C1, C2 and C3 (1st, 2nd, 3rd, 4th, 5th & 6th Semesters)

Course	C1 = Test	C2 = Seminar /Assignment	C3 = Final Examination	Total
DSC & DSE	10	10	80	100
SEC	5	5	40	50

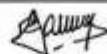
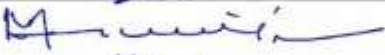
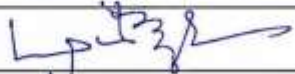
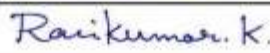
BOARD OF STUDIES (UG) IN SOCIOLOGY TUMKUR UNIVERSITY, TUMAKURU

Sl. No.	Name	Designation	Institution / College
1	Prof. Rajesh R	Chairman	Department of Studies and Research in Sociology, Jnana Bharathi, Bangalore University, Bangaluru
2	Dr. Sunitha V. Ganiger	Member	Department of Studies and Research in Sociology, Tumkur University, Tumakuru
3	Dr. Dhruva B. Jyothi	External Member	Department of Studies and Research in Sociology, Karnatak University, Dharwad
4	Dr. Vijayalakshmi N.	Member	Government First Grade College, Madhugiri, Tumakuru District
5	Sri Syed Riyaz Pasha	Member	Government First Grade College, Tiptur, Tumakuru District
6	Dr. Hosamani Mahantesh Yamunappa	Member	Sri TVV First Grade College, Madhugiri, Tumakuru District
7	Dr. Kemparaja	Member	Sri Umapragathi First Grade College, Kyathsandra, Tumakuru District
8	Sri Kumara P. B.	Member	Government First Grade College, Turuvekere, Tumakuru District
9	Sri Nandeesh H. S.	Member	Sri YER First Grade College, Pavagada, Tumakuru District
10	Sri Ravikumar K	Member	Government First Grade College, Kunigal, Tumakuru District

Attendance of the Chairman and Members at the Board of Studies (BOS) Meeting

Members Present

The following Chairman and Members were present at the Board of Studies (BOS) Meeting:

Sl. No.	NAME	Designation	Signature
1	Prof. Rajesh R	Chairman	
2	Dr. Sunitha V Ganiger	Member	
3	Dr. Dhruva B Jyothi	Member	Approved Through Online
4	Sri. Syed Riyaz Pasha	Member	
5	Dr. Hosmani Mahantesh Yamunappa	Member	
6	Dr. Kemparaja	Member	
7	Sri. Kumara P.B	Member	
8	Sri. Nandeesh H S	Member	
9	Sri. RaviKumar K	Member	

Member Absent

- Dr. Vijayalakshmi N – Member


(Prof. Rajesh R)
CHAIRMAN
BOS IN SOCIOLOGY
Department of Studies & Research in Sociology
Tumkur University, Tumakuru

B.A. Semester – I

SOC DSC - 1: INTRODUCTION TO SOCIOLOGY

Course Title: Introduction to Sociology	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. Equip students with a solid foundation in key sociological concepts, theories and perspectives; enabling them to analyze and understand the structures and dynamics of societies.
2. Encourage students to critically examine the roles and functions of social institutions (such as family, education, religion, and government) and processes (such as socialization, stratification, and social change) within different societies.
3. Foster an understanding of cultural diversity, social inequalities, and the impact of factors such as race, class, gender, and ethnicity on individuals and groups within societies.
4. Develop students' sociological imagination, enabling them to link personal experiences with larger social forces, and to critically evaluate social issues and policies in both local and global contexts.
5. Develop student's ability to apply various sociological research methods, including qualitative and quantitative techniques, to investigate social phenomena and interpret data.

Course Outcomes:

1. Graduates will demonstrate a strong understanding of key sociological theories and concepts, using them to explain and analyze social behaviors, structures, and institutions.
2. Graduates will be proficient in applying sociological research methods, both qualitative and quantitative, to collect, analyze, and interpret social data, and to draw evidence-based conclusions.
3. Graduates will be able to critically evaluate the impact of social institutions and processes on individuals and groups, recognizing the complexities of social stratification, power, and inequality.
4. Graduates will have a deep awareness of cultural diversity and social inequalities, enabling them to approach social issues with cultural competence and sensitivity to the experiences of marginalized groups.
5. Graduates will be able to apply sociological perspectives to real-world issues, using their sociological imagination to connect personal experiences with broader social forces and to advocate for social change and justice.

Activity:

Blended learning, Group discussion, role play, field visit, written/oral Presentation by students.

Content of Course: INTRODUCTION TO SOCIOLOGY	75 Hours
Unit – 1 Sociology: The Discipline	15
A. Modernity and Social Change in Europe B. The Emergence and Growth of Sociology: Meaning, Definitions, Nature and Scope of Sociology C. Importance of Sociology D. Relationship between Sociology and other Social Sciences: History, Economics, Political Science, Psychology and Criminology E. Sociology as a Science	
Unit – 2 Basic Concepts	15
A. Society and Community: Meaning, Definitions and Characteristics B. Association and Institution: Meaning, Definitions and Characteristics C. Social Groups: Meaning, Definitions and Characteristics D. Types of Social Groups: Primary and Secondary Groups, In Groups and Out Groups E. Social Process: Cooperation, Competition, Conflict, Accommodation and Assimilation; Meaning, Definitions and Characteristics	
Unit – 3 Social Structure	10
A. Social Structure: Meaning, Definitions and Elements B. Role: Meaning, Definitions and Nature C. Dimensions of Role: Role Conflict, Role Failure and Role Set D. Status: Meaning, Definitions and Nature E. Types of Status: Ascribed and Achieved status	
Unit – 4 Social Institutions	20
A. Social Institutions: Marriage; Meaning, Definitions and Characteristics B. Trends in Marriage: Age, Marital relationship, Cohabitation, Separation, Divorce, Remarriage, DINKs and Step Parenting C. Family: Meaning, Definitions and Characteristics D. Trends in family: Nuclear Family, Single Parent Family and Household E. Religion: Meaning, Definitions and Characteristics F. Trends in Religion: Secularization, Resurgence, Diversity and Religious Freedom	
Unit – 5 Culture and Civilization	15
A. Culture: Meaning, Definitions and Characteristics B. Types of culture: Material and Non-Material, Cultural Lag C. Elements of Culture D. Culture Related Concepts: Acculturation, Cultural-Contact, Cultural-shock, Counter-culture, Contra-culture, Consumer-culture, Cyber-culture, Multi-culture, Cultural-Imperialism E. Civilization: Meaning, Definitions, Characteristics, Relationships between Culture and Civilization, Differences between Culture and Civilization	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students' understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations and/or Assignments** based on topics relevant to the prescribed syllabus. Faculty members shall assign suitable themes, case studies, field-based observations, or project-oriented tasks to promote independent learning, critical thinking, and academic engagement. Evaluation shall be based on conceptual clarity, quality of content, analytical ability, presentation skills, originality, and timely submission.

The internal assessment marks shall be awarded on the basis of students' performance in both the C1 and C2 components, ensuring a fair, transparent, and continuous evaluation process aligned with the Course Outcomes (COs) and Programme Outcomes (POs).

SUGGESTED ACTIVITIES:

- Students shall identify and observe social institutions such as family, religion and education in their locality and prepare a brief report.
- Students shall conduct group discussions, debates and seminars on sociological concepts and contemporary social issues.
- Students shall collect examples of social processes such as cooperation, competition, conflict and assimilation from everyday life and present their findings.
- Students shall undertake field visits to villages, urban communities, NGOs or social service organizations and submit observation reports.
- Students shall prepare case studies and presentations on changing patterns of culture, family, marriage and religion in contemporary society.

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1. Berger, P. L. 1963, *Invitation to Sociology: A Humanistic Perspective*, Doubleday, Garden City, N.Y.
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B.A. Semester – II

SOC DSC - 2: FOUNDATION OF SOCIOLOGY

Course Title: Foundation of Sociology	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. To introduce students to the fundamental concepts, nature, and scope of sociology.
2. To understand the process of Socialization, its stages, agents, and theoretical frameworks.
3. To examine the mechanisms and forms of Social control and their relevance in maintaining societal order.
4. To explore the concept of social deviance and conformity, along with their characteristics and theories.
5. To provide insights into Social Stratification, including caste, class, gender, and other hierarchical systems.
6. To analyze the dimensions and theories of Stratification, including structural, functionalist, Marxist, and Weberian views.
7. To understand different forms of social Mobility and factors that influence Movement within society.
8. To investigate the concept of Social Change, its theories, driving forces, and modern global impacts such as Globalization and Modernization.

Course Outcomes:

1. Define key sociological concepts like Socialization, Social Control, Deviance, Stratification, and change.
2. Identify and explain the agencies and forms of socialization and their influence on individual development.
3. Differentiate between formal and Informal social control, and recognize their tools and characteristics.
4. Apply sociological theories (e.g., Labeling, Cultural Deviance, Freud, Mead, and Cooley) to real-life social behavior.
5. Analyze the causes and types of Social deviance, and understand the importance of Conformity in social life.
6. Critically examine Social Stratification in terms of caste, class, race, gender, status, and related inequalities.
7. Describe the various forms of Social Mobility and assess the factors enabling or restricting mobility in societies.
8. Evaluate the causes and Consequences of Social Change, and discuss contemporary processes like Globalization, McDonalidization, and Technological Advancement.

Activity:

Blended learning, Group discussions, role play, Micro project, field visit, Written/oral Presentation by Students.

Content of Course: FOUNDATION OF SOCIOLOGY	75 Hours
Unit – 1 Socialization	15
A. Socialization: Meaning, Definitions and Stages B. Agencies of Socialization: Family, Peer group, School and Media C. Forms of Socialization: Primary, Secondary, Developmental, Anticipatory and Re-socialization D. Theories of Socialization: C.H. Cooley- Looking Glass Self, Sigmund Freud- Personality Development and G.H. Mead- Self development	
Unit – 2 Social Control	10
A. Social Control: Meaning, Definitions, Characteristics and Objectives B. Forms of Social Control: Formal Social Control and Informal Social Control C. Formal Social Control: Meaning, Definitions, Characteristics and Means of Formal social control D. Informal Social Control: Meaning, Definitions, Characteristics and Means of Informal social control	
Unit – 3 Social Deviance and Social Conformity	15
A. Deviance: Meaning, Definitions and Characteristics B. Types of Deviance and Factors of Deviance C. Theories of Deviance: Biological, Labeling, Social disorganization and Cultural deviance theory D. Social Conformity: Meaning, Definitions, Characteristics and Factors Facilitating Social Conformity	
Unit – 4 Social Stratification and Mobility	20
A. Social Stratification: Meaning, Definition and Characteristics B. Concepts: Equality, Inequality, Hierarchy, Exclusion, Poverty and Deprivation C. Forms of Stratification: Caste, Class, Race, Status and Gender D. Dimensions: Income, Wealth, Power, Schooling, Occupation and Prestige E. Theories of Stratification: Structural, Functionalist, Marxist and Weberian Theory F. Mobility: Meaning, Definitions, Forms; Horizontal, Vertical, Inter-generational, Intra-generational, Open and Closed System, Causes of Mobility	
Unit – 5 Social Change	15
A. Social Change: Meaning, Definitions and Characteristics B. Concepts of Social Change: Social Evolution, Social Progress and Social Development C. Theories of Social Change: Evolutionary, Cyclic, Conflict and Structural-functional theory D. Factors of Social Change: Education, Occupation and Social Change, Science, Technology and Social Change E. Globalization, Global Culture, Modernization, McDonaldization (George Ritzer) F. Consequences of Social Change	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students' understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations and/or Assignments** based on topics relevant to the prescribed syllabus. Faculty members shall assign suitable themes, case studies, field-based observations, or project-oriented tasks to promote independent learning, critical thinking, and academic engagement. Evaluation shall be based on conceptual clarity, quality of content, analytical ability, presentation skills, originality, and timely submission.

The internal assessment marks shall be awarded on the basis of students' performance in both the C1 and C2 components, ensuring a fair, transparent, and continuous evaluation process aligned with the Course Outcomes (COs) and Programme Outcomes (POs).

SUGGESTED ACTIVITIES:

- Students shall observe and analyze the process of socialization in family, school and peer groups and prepare a brief report.
- Students shall identify examples of formal and informal social control in their locality and present their findings through group discussions or presentations.
- Students shall conduct case studies on social deviance, conformity and social problems in contemporary society.
- Students shall collect information on social stratification and social mobility in their community through interviews, surveys or field observations.
- Study Tours and Field Visits may be organized to villages, urban communities, NGOs, welfare institutions and community development organizations to provide practical exposure to socialization, social control, social stratification and social change.

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B.A. Semester – III

SOC DSC - 3: STUDY OF INDIAN SOCIETY

Course Title: Study of Indian Society	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Objectives:

1. Understand the Structure of Indian Society – To study the traditional features, Diversity and unity of Indian society.
2. Analyze the Caste System – To examine the historical and contemporary roles, functions and changes in the caste system.
3. Examine the Family System – To understand the types, characteristics and changing patterns of Indian joint families.
4. Assess the Status of Women – To explore the historical evolution, present status and empowerment measures for women in India.
5. Study Marginalized Communities – To learn about the problems, constitutional safeguards and welfare Programmes for Scheduled Castes and Scheduled Tribes.

Course Outcomes:

1. Explain the diversity and unity of Indian society by identifying its traditional features and sources of variation.
2. Analyze the caste system in historical and modern contexts, including its functions, changes and future trends.
3. Describe the structure and types of Indian families and evaluate factors leading to their transformation.
4. Evaluate the status of women in India across different periods and assess policies aimed at their empowerment.
5. Assess the conditions of Scheduled Castes and Scheduled Tribes and critically review welfare measures and constitutional provisions for their Upliftment.

Activity:

Blended learning, Group discussions, role play, Micro project, field visit, written/oral Presentation by Students.

Content of Course: STUDY OF INDIAN SOCIETY	75 Hours
Unit – 1 Salient Features of Indian Society	10
A. Evolution of Indian Society and Traditional structure B. Salient Features of Indian Society C. Diversity of India: Religious, Race, Linguistic and Regional D. Unity in Diversity: Concept and Relevance in Contemporary India	
Unit – 2 Caste System in India	15
A. Varna, Jati and Caste: Meaning, Definitions and Traditional Features of Caste system B. Perspectives on the study of Caste system: G.S.Ghurye, M.N. Srinivas and Louis Dumont C. Perspective of Dr. B.R. Ambedkar on Caste (Annihilation of Caste) D. Caste in Modern India: Structure and Functions of Caste E. Changes in the Caste System: Causes and Future of the Caste System	
Unit – 3 Marriage and Family in India	15
A. Marriage: Traditional Types of Hindu Marriage B. Marriage in Muslims and Christians C. Forms and Trends in Marriage: Inter-Religion Marriage, Inter-Caste Marriage, Love Marriage, Re-Marriage, Widow Re-Marriage, Registered Marriage, Living Relationship, Contract Marriage. D. Family: Joint Family and Nuclear Family; Meaning, Definitions and Characteristics E. Types of Family: Patriarchal- Illam, Matriarchal- Tarwad, Khasi and Garo F. Changes in Structure and Functions of Joint Family	
Unit – 4 Women in India	15
A. Status of Women in Indian Society, Gender Inequality B. Legal and Social Reforms, Role of SHGs and NGOs C. Women in Contemporary India: Women's Organizations and Human Rights D. Policies and Programmes for Women's Upliftment – Future Prospects E. Government Schemes - Beti Bachao Beti Padhao, Mission Shakti	
Unit – 5 Scheduled Castes, Scheduled Tribes and OBC	20
A. Scheduled Caste: Meaning and Definitions B. Untouchability: Concept, Practices and Problems C. Removal of Untouchability D. Scheduled Tribes: Meaning, Definitions, Characteristics and Problems E. Role of Dr. B.R. Ambedkar and Mahatma Gandhi in the Upliftment of Scheduled Castes and Scheduled Tribes F. OBC: Meaning, Definitions, Identity and Movements G. Constitutional Provisions and Other Welfare Programmes for SCs, STs and OBCs	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students' understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations and/or Assignments** based on topics relevant to the prescribed syllabus. Faculty members shall assign suitable themes, case studies, field-based observations, or project-oriented tasks to promote independent learning, critical thinking, and academic engagement. Evaluation shall be based on conceptual clarity, quality of content, analytical ability, presentation skills, originality, and timely submission.

The internal assessment marks shall be awarded on the basis of students' performance in both the C1 and C2 components, ensuring a fair, transparent, and continuous evaluation process aligned with the Course Outcomes (COs) and Programme Outcomes (POs).

SUGGESTED ACTIVITIES:

- Students shall prepare a field-based report on the social structure, cultural diversity and unity of Indian society in their locality.
- Students shall conduct surveys, interviews or case studies on caste, family, marriage, gender inequality and social change in contemporary Indian society.
- Students shall organize and participate in group discussions, debates, seminars and presentations on issues related to caste, family, women and social justice.
- Students shall review books, research articles, government reports, census data and documentaries related to Indian society and present their findings.
- Students shall undertake micro-projects on changing family patterns, women's empowerment and welfare programmes for SCs, STs and OBCs.
- Study Tours and Field Visits may be organized to tribal communities, NGOs, women's organizations, welfare institutions and community development organizations to provide students with practical exposure to Indian society, social change and the life of tribal communities.

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1. Ahuja, Ram 2020, *Indian Society*, Rawat Publications, Jaipur.
2. Ahuja, Ram 2019, *Social Problems in India*, Rawat Publications, Jaipur.
3. Beteille, Andre 2002, *Society and Politics in India*, Oxford University Press, New Delhi.
4. Desai, A. R. 2010, *Rural Sociology in India*, Popular Prakashan, Mumbai.
5. Dube, S. C. 1990, *Indian Society*, National Book Trust, New Delhi.

6. Dumont, Louis 1980, *Homo Hierarchicus: The Caste System and Its Implications*, University of Chicago Press, Chicago.
7. Ghurye, G. S. 2008, *Caste and Race in India*, Popular Prakashan, Mumbai.
8. Hasnain, Nadeem 2021, *Indian Society: Themes and Social Issues*, McGraw Hill Education, New Delhi.
9. Karve, Irawati 1961, *Hindu Society: An Interpretation*, Deccan College, Pune.
10. Rao, M. S. A. 1974, *Urban Sociology in India*, Orient Longman, Hyderabad.
11. Ritzer, George 2020, *Sociological Theory*, Sage Publications, New Delhi.
12. Srinivas, M. N. 1962, *Caste in Modern India and Other Essays*, Asia Publishing House, Mumbai.
13. Srinivas, M. N. 1966, *Social Change in Modern India*, Orient Blackswan, New Delhi.
14. Haralambos, M. & Holborn, Martin 2013, *Sociology: Themes and Perspectives*, HarperCollins Publishers, London.
15. Yogendra Singh 1973, *Modernization of Indian Tradition*, Thomson Press (India), New Delhi.

Academic Journals & Online Resources:

1. Contributions to Indian Sociology.
2. Sociological Bulletin.
3. Economic and Political Weekly (EPW).
4. Indian Journal of Social Research.
5. Indian Journal of Society and Politics.
6. The Indian Sociological Society (ISS) – <https://insoso.org>

B.A. Semester – III

SOC DSE - 1 (A): SOCIOLOGY OF TOURISM AND MANAGEMENT

Course Title: Sociology of Tourism and Management	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. To introduce students to the sociological concepts related to Tourism, including the relationship between tourism, culture, leisure, and society.
2. To explore the types of tourism and their impacts on hosts and guests, focusing on mutual influence and cultural dynamics. And To understand the structure of the Tourism system, tourist motivation, and the social, economic and environmental impacts of Tourism.
3. To provide knowledge on the Management aspects of Tourism, including accommodation, Transportation, marketing, and consumer behavior. And To examine the role of information Technology in Tourism development, including e-tourism and ICT tools in Tourism Marketing and services.

Course Outcomes:

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

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.

Activity:

Blended learning, Group discussions, Role play, Micro project, field visit, written/oral Presentation by the Students.

Content of Course: SOCIOLOGY OF TOURISM AND MANAGEMENT	45 Hours
Unit – 1 Sociology, Tourism, Tourists	15
A. Definitions of Sociology, Culture, Tourism, Tourists, Tourist Gaze; Relation between Tourism, Leisure and Recreation; Sociology of Tourism. B. Types of Tourism: Cultural, Heritage, Medical, Food, Sports, and Eco Tourism. C. Tourism and Locals; Hosts and Guests: Mutual Impact.	
Unit – 2 Tourism System	15
A. Development and Structure of the Tourist System - Motivation and Role of Tourist. B. Impact of Tourism on Host Place: Social, Economic, Climate and Environmental. C. Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; Sustainability of Tourism.	
Unit – 3 Tourism Management	15
A. Demand for Tourism at Individual and Market level; Tourism Consumer Behavior: Roles and Decision Making Process; Accommodation: Definition and Management of Commercial Accommodation; Transportation as Tourist Product; Role of Intermediaries. B. Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service Industry: Product, Price, Promotion and Place. C. Information Technology and Tourism: ICT as a Business Tool; e-Tourism.	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the sociological dimensions of tourism, tourism systems, tourism management, tourist behaviour, sustainable tourism, tourism marketing, and the role of information technology in tourism.

The **C2 Component (10 Marks)** shall be assessed through any one of the following academic activities: Assignment, Seminar Presentation, Case Study, Project Report, Book Review, Educational Tour Report, or Field Study Report.

Educational Tour / Field Study may be conducted subject to institutional feasibility and the academic discretion of the concerned teacher. Considering the diversity of institutional contexts and the practical constraints associated with organizing field-based activities, the concerned teacher may, based on academic discretion and the interests of the students, assign any one of the prescribed C2 activities. Where an Educational Tour / Field Study is undertaken, students shall prepare and submit a **20–25-page report** supported by relevant photographs, field observations, interviews, and documentary evidence.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-oriented evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACTIVITIES (ANY ONE):

Students may undertake any one of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment on any topic related to Sociology of Tourism and Management.
- Present a Seminar on themes such as tourism, sustainable tourism, tourism management, eco-tourism, heritage tourism, tourist behaviour, or tourism marketing.
- Prepare a Case Study, Project Report, or Book Review on any tourism-related issue.
- Educational Tour / Field Study (Optional): Visit a tourist destination, heritage site, museum, eco-tourism centre, hotel, travel agency, or any tourism-related institution and prepare a 20–25-page report supported by photographs, field observations, interviews, and documentary evidence.
- Conduct a study on tourist behaviour, host–guest relations, tourism infrastructure, sustainable tourism practices, or the socio-economic impact of tourism in a selected area.

REFERENCES:

Unit 1: Sociology, Tourism and Tourists

1. Nash, Dennison, *Anthropology of Tourism*.
2. Urry, John & Larsen, Jonas, *The Tourist Gaze 3.0*.
3. Smith, Valene L. (Ed.), *Hosts and Guests: The Anthropology of Tourism*.
4. Mathieson, Alister & Wall, Geoffrey, *Tourism: Economic, Physical and Social Impacts*.
5. Cooper, Chris, Fletcher, John, Fyall, Alan, Gilbert, David & Wanhill, Stephen, *Tourism: Principles and Practice*.

Articles & Web Resources:

6. United Nations Tourism (UN Tourism), Types of Tourism. Available at: <https://www.unwto.org/>
7. Cohen, Erik, A Phenomenology of Tourist Experiences, *Annals of Tourism Research*.
8. Oxford Bibliographies, Sociology of Tourism. Available at: <https://www.oxfordbibliographies.com/abstract/document/obo-9780199756384/obo-9780199756384-0263.xml>

Unit 2: Tourism System and Sustainability

9. Leiper, Neil, *Tourism Systems: An Interdisciplinary Perspective*.
10. Weaver, David, *Sustainable Tourism: Theory and Practice*.
11. Hall, C. Michael, *Tourism Planning: Policies, Processes and Relationships*.
12. Sharpley, Richard, *Tourism, Tourists and Society*.

Articles & Web Resources

13. United Nations Environment Programme (UNEP) & United Nations Tourism (UN Tourism), Making Tourism More Sustainable. Available at: <https://wedocs.unep.org/>
14. McCool, Stephen F. & Moisey, R. Neil (Eds.), *Tourism, Recreation and Sustainability*.
15. World Travel & Tourism Council (WTTC), Impact of Tourism on Host Communities. Available at: <https://wtcc.org/>
16. Intergovernmental Panel on Climate Change (IPCC), Climate Change and Tourism. Available at: <https://www.ipcc.ch/>

Unit 3: Tourism Management and Marketing

17. Kotler, Philip, Bowen, John T. & Makens, James C., *Marketing for Hospitality and Tourism*.
18. Middleton, Victor T. C., *Marketing in Travel and Tourism*.
19. Holloway, J. Christopher, *The Business of Tourism*.
20. Page, Stephen J., *Tourism Management: An Introduction*.
21. Buhalis, Dimitrios, *e-Tourism: Information Technology for Strategic Tourism Management*.

Articles & Web Resources

22. ScienceDirect, Tourism Consumer Behaviour. Available at: <https://www.sciencedirect.com/topics/business-management/tourism-consumer-behavior>
23. United Nations Tourism (UN Tourism), Accommodation Sector Management. Available at: <https://www.unwto.org/>
24. ResearchGate, Tourism Marketing: Product, Price, Place and Promotion. Available at: <https://www.researchgate.net/>
25. Organisation for Economic Co-operation and Development (OECD), Digitalization and ICT in Tourism. Available at: <https://www.oecd.org/>

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1. ಡಾ. ಈಶ್ವರ ಚ. ಮುಳಗುಂದ (2022) "ಪ್ರವಾಸೋದ್ಯಮ ಸಮಾಜಶಾಸ್ತ್ರ ಮತ್ತು ನಿರ್ವಹಣೆ", ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
2. ಡಾ. ಎನ್. ಶ್ರೀಧರ್ & ಡಾ. ಎ.ಎನ್ ಗಾಯತ್ರಿ (2026). "ಪ್ರವಾಸೋದ್ಯಮ ಸಮಾಜಶಾಸ್ತ್ರ", Denvak LLP, ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು.

B.A. Semester – III

SOC DSE - 1 (B): SOCIOLOGY OF FOOD CULTURE

Course Title: Sociology of Food Culture	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. To introduce students to the sociological dimensions of food, eating practices, and their cultural significance.
2. To explore how social structures, norms, and beliefs shape food choices and taboos.
3. To examine the transformation of food systems from domestic cooking to industrial production and service sectors.
4. To analyze how food relates to identity, body image, consumption patterns, and global inequalities.
5. To critically evaluate modern food practices, including GMOs, organic trends, and their implications in a risk society.

Course Outcomes:

1. Demonstrate a sociological understanding of food habits, rituals, and cultural meanings.
2. Identify and explain the social determinants of food consumption and preferences.
3. Analyze the impact of industrialization on food production, distribution, and dining culture.
4. Critically assess the social issues related to diet, including body image, overeating, and hunger.
5. Evaluate contemporary food practices and policies in the context of risk, health, and sustainability.

Activity:

Blended learning, Group Discussions, Role play, Micro Project, Field visit, Written/oral Presentations by Students.

Content of Course : SOCIOLOGY OF FOOD CULTURE	45 Hours
Unit – 1 Introduction	15
A. Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change B. Determinants of Food Consumption – Types of Food: Vegetarian, Non-vegetarian, Omnivore and Vegan C. Local Food Cultures and Taste for Exotic	
Unit – 2 Food from Domestic to Industry	15
A. Industrialization of Food Production and Distribution B. Hotels, Restaurants and Catering Sector C. Cooking for Self-Pleasure	
Unit – 3 Food and Risk Society	15
A. Diet and Body: Social Appearance and Beauty B. Global Overview: Consumption Patterns and Reasons; Overeating, Under Eating and Hunger C. GM Foods, Organic Foods and Modern Food Practices as Risk Factors	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students' understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations and/or Assignments** based on topics relevant to the prescribed syllabus. Faculty members shall assign suitable themes, case studies, field-based observations, or project-oriented tasks to promote independent learning, critical thinking, and academic engagement. Evaluation shall be based on conceptual clarity, quality of content, analytical ability, presentation skills, originality, and timely submission.

The internal assessment marks shall be awarded on the basis of students' performance in both the C1 and C2 components, ensuring a fair, transparent, and continuous evaluation process aligned with the Course Outcomes (COs) and Programme Outcomes (POs).

SUGGESTED ACTIVITIES:

- Students shall conduct surveys, interviews or case studies on food habits, eating practices, food taboos and changing food cultures in their locality.
- Students shall prepare a field-based report or micro-project on local food traditions, regional cuisines, food consumption patterns and the influence of globalization on food culture.
- Students shall organize and participate in group discussions, debates, seminars and presentations on topics such as vegetarianism, veganism, food security, organic food, body image and food sustainability.
- Study Tours and Field Visits may be organized to hotels, restaurants, catering establishments, food processing units, organic farms and local markets to provide students with practical exposure to food culture, food systems and contemporary food-related issues.

REFERENCES:**Unit 1: Introduction to Sociology of Food and Eating****Books & Academic Texts:**

1. Murcott, Anne, *The Sociology of Food and Eating*.
2. Mennell, Stephen, *All Manners of Food: Eating and Taste in England and France*.
3. Beardsworth, Alan & Keil, Teresa, *Sociology on the Menu: An Invitation to the Study of Food and Society*.
4. Counihan, Carole & Van Esterik, Penny (Eds.), *Food and Culture: A Reader*.
5. Fischler, Claude, *Food, Self and Identity*.
6. Caplan, Pat, *Food, Health and Identity*.

Articles & Web Resources:

7. BBC Travel, Sacred and Taboo Foods Across Cultures. Available at:
<https://www.bbc.com/travel/article/20200924-sacred-and-taboo-foods>

8. *Nutrition Reviews* (Oxford Academic), Vegetarianism, Veganism and Food Choice. Available at: <https://academic.oup.com/nutritionreviews>
9. Cambridge University Press, Food, Culture and Society Resources. Available at: <https://www.cambridge.org/core/journals>

Unit 2: Food from Domestic to Industry

Books & Academic Texts:

10. Belasco, Warren, *Food: The Key Concepts*.
11. Nestle, Marion, *Food Politics: How the Food Industry Influences Nutrition and Health*.
12. Mintz, Sidney W., *Sweetness and Power: The Place of Sugar in Modern History*.
13. Sloan, David, *Hospitality Marketing*.
14. Pollan, Michael, *Cooked: A Natural History of Transformation*.

Articles & Web Resources:

15. Food and Agriculture Organization (FAO), Food Industry and Food Systems. Available at: <https://www.fao.org/>
16. United Nations Tourism (UN Tourism), Food Tourism and Hospitality. Available at: <https://www.unwto.org/>
17. *The Journal of Positive Psychology*, Cooking for Pleasure and Well-Being. Available at: <https://www.tandfonline.com/>

Unit 3: Food and Risk Society

Books & Academic Texts:

18. Beck, Ulrich, *Risk Society: Towards a New Modernity*.
19. Lang, Tim & Heasman, Michael, *Food Wars: The Global Battle for Mouths, Minds and Markets*.
20. Guthman, Julie, *Weighing In: Obesity, Food Justice and the Limits of Capitalism*.
21. Nestle, Marion, *Safe Food: The Politics of Food Safety*.
22. Schlosser, Eric, *Fast Food Nation*.

Articles & Web Resources:

23. World Health Organization (WHO), Genetically Modified Foods. Available at: <https://www.who.int/news-room/fact-sheets/detail/food-genetically-modified>
24. Harvard T.H. Chan School of Public Health, Organic Foods: Benefits and Myths. Available at: <https://www.hsph.harvard.edu/>
25. United Nations Nutrition (UN Nutrition), Nutrition Briefs and Reports. Available at: <https://www.unnnutrition.org/>

B.A. Semester – III

SOC DSE - 1 (C): SOCIOLOGY OF EVERYDAY LIFE

Course Title: Sociology of Everyday Life	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. To introduce students to everyday life as a sociological concept, emphasizing its relevance in understanding broader social structures.
2. To examine the role of social interaction and socialization in shaping daily behavior, habits, and identities.
3. To understand how culture and media influence everyday experiences and identity formation.
4. To analyze the impact of globalization and cultural diffusion on individual and collective life practices.

Course Outcomes:

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

1. Look at the familiar world from a new perspective.
2. Appreciate how our social world is constructed.
3. Communicate effectively in written and oral formats.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course : SOCIOLOGY OF EVERYDAY LIFE	45 Hours
Unit – 1 Introduction	15
A. Sociology as a Study of Social Interaction and It's Need B. Everyday Life – Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialization in Establishing Habits and Practices – Action, Thinking and Feeling C. Social Institutions as Established Practices and Customs – Definition and Elements	
Unit – 2 Self and Society	15
A. Definition of Situation (W.I. Thomas' Principle) B. The Looking-Glass Self; Relation Between Individual and Society C. Role of Social Media in Constructing Self and Identity	
Unit – 3 Culture in Everyday Life	15
A. Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture B. Mass Media and Everyday Life C. Globalization and Cultural Diffusion	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students' understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations and/or Assignments** based on topics relevant to the prescribed syllabus. Faculty members shall assign suitable themes, case studies, field-based observations, or project-oriented tasks to promote independent learning, critical thinking, and academic engagement. Evaluation shall be based on conceptual clarity, quality of content, analytical ability, presentation skills, originality, and timely submission.

The internal assessment marks shall be awarded on the basis of students' performance in both the C1 and C2 components, ensuring a fair, transparent, and continuous evaluation process aligned with the Course Outcomes (COs) and Programme Outcomes (POs).

SUGGESTED ACTIVITIES:

- Students shall conduct observation studies, interviews or case studies on everyday social interactions, habits, socialization processes and identity formation in daily life.
- Students shall undertake micro-projects on the influence of family, education, peer groups, social media and mass media in shaping individual behaviour and self-identity.
- Students shall organize and participate in group discussions, role plays, seminars and presentations on topics such as social interaction, looking-glass self, social media, culture and globalization.
- Study Tours and Field Visits may be organized to media organizations, cultural centers, educational institutions and community organizations to provide students with practical exposure to everyday social life, culture and social interaction.

Unit 1: Introduction

1. Students can be asked to answer a simple question who am I? They have to write describe themselves in 20 words/sentences. Students can write in any order, logic or importance. Their answers can be utilized to demonstrate how we are socialized by our interaction with others, mass media, family and educational system. Privacy of students has to be respected, however.
2. Students can be sent to a book store and asked to browse through children's books and identify how those stories depict different roles - description of the hero/heroine, villain/vamp, beggar or king
3. Students can visit a kids clothing store and record gender classification of dresses based on Colour, design, style and fabric.

Unit 2: Perception is Reality

1. Think of a Self Fulfilling Prophecy you have experienced. Does it confirm Thomas' theorem?
Illustrate with current examples

2. Students can share their thoughts about how they feel and become conscious about oneself when they
(a) wear a new dress (b) dress out of their way (c) dress outrageously
3. Students can list the reasons for choosing their display picture in their social media accounts (any one or two accounts) and a discussion can follow about the need for validation by others, especially strangers

Unit 3: Culture in Everyday Life

1. Conduct a group discussion on the concept of culture. Students shall discuss and arrive at a common opinion on whether the following can be considered as culture:
 - a. Classical dance and music constitute culture.
 - b. Folk literature is a part of culture.
 - c. Pick-pocketing is part of culture.
 - d. Newspapers and magazines are part of culture.
 - e. Killing is an art; therefore, it is part of culture.
2. Students shall observe and document cultural practices in their locality, such as food habits, dress patterns, festivals, rituals, language use, and leisure activities, and analyze their significance in everyday life.
3. Students shall examine the influence of globalization and mass media on local culture by analyzing changes in food habits, fashion, language, entertainment, and lifestyle among different generations.

Please note:

1. Students should be clearly cautioned that if they do not arrive at a unanimous decision, the entire group will lose points in the evaluation. This exercise helps demonstrate leadership, the ability to adjust to group opinion, convincing capacity, reasoning, logical thinking and presentation skills. It may also be used to illustrate the concept of over-socialization proposed by Durkheim.
2. Can the popularity of Tandoori Chicken or Vada Pav be considered an example of globalization? Students should be encouraged to justify their answers with suitable reasons and examples.
3. In theatre, actors routinely perform different roles. Do public figures, celebrities, political parties or corporate organizations alter their role performance in the media according to the context or audience? Discuss with examples.

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1. Berger, P. L. (1963). Invitation to Sociology: A Humanistic Perspective. Doubleday, Garden City, N.Y.
2. Bruce, Steve. (2018). Sociology: A Very Short Introduction (2nd ed.). Oxford University Press, New York.
3. Corrigan-Brown, Catherine. (2020). Imagining Sociology: An Introduction with Readings (2nd ed.). Oxford University Press, Canada.
4. Coser, Lewis. (1977). Masters of Sociological Thought. Harcourt Brace Jovanovich, New York.
5. Davis, Kingsley. (1949). Human Society. Macmillan, Delhi.
6. Ferrante, Joan. (2013). Seeing Sociology: An Introduction (3rd ed.). Cengage Learning, USA.
7. Ferris, Kerry, & Stein, Jill. (2018). The Real World: An Introduction to Sociology (6th ed.). W.W. Norton, New York.
8. Giddens, Anthony, & Sutton, Philip W. (2013). Sociology (7th ed.). Wiley India Pvt. Ltd., New Delhi.

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10. Inkeles, Alex. (1987). What is Sociology? Prentice-Hall of India, New Delhi.
11. Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
12. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
13. Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
14. MacIver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi
15. Macionis, John 2018, Sociology Global Edition, Pearson, England
16. Merton, R K 1968, Social Theory and Social Structure, The Free Press, Glencoe
17. Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad
18. Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad
19. Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi
20. ನಾಗೇಶ್. ಹೆಚ್. (1998), "ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ)", ಭಾರತ ಪ್ರಕಾಶನ ಧಾರವಾಡ.
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22. ಚ. ನ. ಶಂಕರರಾವ್ (2021), "ದೈನಂದಿನ ಜೀವನ ಸಮಾಜಶಾಸ್ತ್ರ", ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು.

B.A. Semester – IV
SOC DSC - 4: RURAL SOCIETY IN INDIA

Course Title: Rural Society in India	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. Understand the dynamics of rural society.
2. Analyze demographic and social structures.
3. Evaluate rural economies and livelihood patterns.
4. Understand the impact of policies and development programs.
5. Identify key challenges and propose sociological solutions.

Course Outcomes:

By the end of this course students will be able to:

1. Explain the features, evolution of rural society
2. Analyse demographic trends, Migration patterns and their socio-economic consequences
3. Evaluate the policies, developmental programmes and Panchyath Raj Institutions on rural transformation.
4. Propose sociologically informed solutions to key challenges in rural society.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course: RURAL SOCIETY IN INDIA	75 Hours
Unit – 1 Introduction to Rural Society	15
A. Definition and Characteristics: Definitions of 'Rural' in the Indian context: Census and Planning Commission Criteria, Salient features of Rural Society B. Historical Perspective: Evolution of Rural Communities in India, Social Structures in Traditional Indian Villages C. Agrarian Social structure: Land Tenure Systems (Colonial Period), Post- Independence Indian Land Reforms Law	
Unit – 2 Demographic and Social Structure	15
A. Population Dynamics: Population Growth and Density in Rural areas, Patterns of Rural-urban Migration and its Consequences B. Caste and Class in Rural India: Persistence and Transformation of Caste Structures, Agrarian Class Structure and Rural Stratification C. Gender Roles and Relations: Gender Division of labor in Rural areas, Status and challenges of Rural women	

Unit – 3 Rural Economy	15
A. Agriculture and Allied Activities: Importance of Agriculture in Rural Livelihoods, Role of Livestock, Fisheries and Forestry B. Non-Farm Activities: Significance of Rural and Cottage Industries, Informal Sector and Rural Employment C. Rural Markets and Trade: Structure and functioning of Weekly Markets and Haats, Cooperatives and Self-Help Groups (SHGs) in Rural Economy	
Unit – 4 Rural Development and Policy	15
A. Government Policies and Programs: Key programs: MGNREGA, NRLM, PMGSY, PMAY, Evaluation and Challenges in Implementation B. NGOs and Civil Society: Contribution of Voluntary Organizations in Rural Development, Case Studies of Successful Rural Interventions C. Panchayath Raj Institutions (PRIs): 73rd Constitutional Amendment and PRI structure, Role in Decentralization and Grassroots Democracy	
Unit – 5 Challenges and Issues in Rural India	15
A. Poverty and Challenges: Indicators of Rural Poverty, Government and Community Strategies for Poverty Alleviation B. Environmental Issues: Depletion of Natural Resources and Rural livelihoods, Climate Change Impacts and Adaptation Practices C. Social Issues: Rural indebtedness and Farmer Suicides, Social Evils: Dowry, Child Marriage, Caste-based Discrimination	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students' understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations, Assignments, Case Studies, Project Reports, Book Reviews, Field-based Reports, or other course-related academic activities**. Faculty members shall assign appropriate topics and activities to promote independent learning, critical thinking, research aptitude, and academic engagement.

Where considered academically appropriate and institutionally feasible, faculty members may organize Field Visits, Village Studies, or Study Tours to provide students with experiential learning opportunities. Students participating in such activities may prepare and submit a report based on field observations, interviews, documentary evidence, and relevant photographs.

The internal assessment marks shall be awarded on the basis of students' performance in both the **C1** and **C2** components, ensuring a fair, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

SUGGESTED ACADEMIC ACTIVITIES:

- Conduct village studies, surveys, interviews, or case studies on rural social structure, migration, caste, class, gender relations, and social change in rural communities.
- Prepare field-based reports, micro-projects, or project reports on rural livelihoods, agriculture, cottage industries, Self-Help Groups (SHGs), and rural development programmes.
- Organize and participate in group discussions, seminars, debates, presentations, or panel discussions on rural poverty, environmental issues, farmer distress, Panchayati Raj, and rural development.
- Review Government Reports, Census Data, research articles, policy documents, and documentaries relating to rural society and present critical analyses.
- Where feasible, undertake field visits to villages, weekly markets (haats), agricultural farms, cooperatives, Panchayat Raj Institutions, NGOs, and rural development agencies to study rural society, economy, governance, and development programmes.

SUGGESTED CLASSROOM ACTIVITIES (UNIT-WISE):

Unit 1: Introduction to Rural Society

- Timeline Creation: Trace historical events affecting rural India.
- Comparative Writing: Pre- and post-sociological understanding of villages.

Unit 2: Demographic and Social Structure

- Population Dynamics:
 - Case Study: Migration trends in rural communities.
- Caste and Class in Rural India:
 - Debate: Caste-based reservations and rural development.
 - Gender Roles and Relations:
 - Role Play: Evolution of gender roles in rural households.

Unit 3: Rural Economy

- Agriculture and Allied Activities:
 - Field Visit: Observe farming practices and rural livelihoods.
- Non-Farm Activities:
 - Field Trip: Explore a rural cottage or craft industry.
- Rural Markets and Trade:
 - Simulation: Weekly haat or local market; analyze structure and trade flow.

Unit 4: Rural Development and Policy

- Government Programs:
 - Group Project: Evaluate a rural development scheme (e.g., MGNREGA).
- NGOs and Civil Society:
 - Presentation: Impact of a prominent NGO in rural India.
- Panchayati Raj Institutions:
 - Role Play: Simulate a Panchayat meeting and grassroots decision-making.

Unit 5: Challenges and Future Prospects

- Poverty and Inequality:
 - Mini Research: Study poverty alleviation initiatives in a selected rural area.
- Environmental Issues:
 - Group Discussion: Sustainability practices observed in rural areas.
- Social Issues:
 - Panel Discussion: Engage with NGO representatives on rural social problems.
- Future Prospects:
 - Group Presentation: Showcase innovative rural development practices.

REFERENCES:

Unit-Wise Readings

Unit 1: Introduction to Rural Society

- Desai, A. R. (1977). Rural Sociology in India. Popular Prakashan.

Unit 2: Demographic and Social Structure

- Khadria, B. (2006). Migration and its impact on rural India. India Migration Report, 3–24.
- Srinivas, M. N. (1962). Caste in Modern India and Other Essays. Asia Publishing House.
- Agarwal, B. (1994). Gender relations in rural India. Journal of Peasant Studies, 22(1), 1–49.

Unit 3: Rural Economy

- Dantwala, M. L. (1991). Indian Agricultural Development Since Independence. Oxford & IBH.
- Papola, T. S. (1987). Rural non-farm employment in India. Asian Employment Programme.
- Jodhka, S. S. (2012). Village Society. Orient Blackswan.

Unit 4: Rural Development and Policy

- Dreze, J. & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. Princeton University Press.
- Roy, M. B. (2007). The role of NGOs in rural development. Contemporary Issues and Ideas in Social Sciences, 3(1), 1–19.
- Jayal, N. G. (2007). Panchayati Raj Institutions and rural development. Indian Journal of Public Administration, 53(1), 1–13.

Unit 5: Challenges and Future Prospects

- Athreya, V. (1996). Poverty and Rural Development. Himalaya Publishing.
- Palanisami, K. (2009). Climate change and agriculture in India. Agricultural Systems, 100(1), 1–12.
- Omvedt, G. (1993). Social issues in rural India: Caste and gender. Economic and Political Weekly, 28(11), 475–482.
- Pingali, P. L. (2017). Agriculture and Rural Development in a Globalizing World. Routledge.

GENERAL AND SUPPLEMENTARY READING LIST:

BOOKS:

- Desai, A. R. (1977). Rural Sociology in India. Popular Prakashan.
- Gupta, D. (2017). Rural India: Perspectives from Recent Research. Niyogi Books.
- Bhaduri, A. (1983). The Economic Structure of Backward Agriculture. Academic Press.
- Maheshwari, S. R. (1985). Rural Development in India. SAGE.
- Shah, M. (2013). Water: Growing Understanding. Orient Blackswan.
- Deepa S.V, Ravikumar K & Ashoka R (2026). *Rural Society in India*. HSRA Publication Bangalore.

Articles:

- Freudenburg, W. R. (1991). Rural sociology and the environment. Annual Review of Sociology, 17(1), 305–327.
- Chand, R. (2010). Agricultural productivity in India. Indian Journal of Agricultural Economics, 65(1), 1–15.

Multimedia Resources:

- Documentaries: o India Untouched – Dir. Stalin K. (2007), Drishti Media.
 - Kheti Badi – Doordarshan Television Series.
- Interviews:
 - YouTube/Academic platforms – Interviews with rural sociologists & economists.

KANNADA LANGUAGE REFERENCES :

- 1 ಇಂದಿರಾ ಆರ್. “ಭಾರತೀಯ ಸಮಾಜ”, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- 2 ರಾಜಶೇಖರ್, ಎಸ್, ರಾಜೇಶ್, ಆರ್. (2002) “ಗ್ರಾಮೀಣ ಭಾರತ”, ಭ್ರಮರ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ
- 3 ರಾಜಶೇಖರ್, ಎಸ್, ರಾಜೇಶ್, ಆರ್ (2002) “ಭಾರತೀಯ ಸಮಾಜ”, ಭ್ರಮರ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ
- 4 ಚ.ನ. ಶಂಕರ್ ರಾವ್ “ಭಾರತೀಯ ಗ್ರಾಮ ಜೀವನದ ಸಮಾಜಶಾಸ್ತ್ರ”, ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- 5 ಚ.ನ. ಶಂಕರ್ ರಾವ್ (2002) (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) “ಭಾರತೀಯ ಸಮಾಜ”, ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- 6 ದೀಪಾ ಎಸ್.ವಿ, ರವಿಕುಮಾರ್ ಕೆ. & ಅಶೋಕ ಆರ್. (2026) “ಭಾರತದ ಗ್ರಾಮೀಣ ಸಮಾಜ”, HSRA ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು

B.A. Semester – IV
SOC DSE - 2(A): SOCIOLOGY OF HEALTH AND MEDICINE

Course Title: Sociology of Health and Medicine	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. To introduce the sociological understanding of health, illness and healthcare systems.
2. To analyze the social, cultural and economic determinants of health.
3. To examine dominant and alternative models of medicine and healthcare.
4. To study health institutions, professionals and their interactions.
5. To promote critical reflection through field-based learning on health programs and Policies.

Course Outcomes:

By the end of this course, students will be able to:

1. Define and explain key sociological concepts related to health, illness and the healthcare system.
2. Analyze how social, cultural, and economic factors shape health behaviors and access to healthcare.
3. Compare dominant biomedical models with alternative systems of medicine from a sociological perspective.
4. Evaluate the structure and functioning of health Institution sand the roles and relationships of healthcare professionals and patients.
5. Critically assess public health programs and policies through field-based observations and community interactions.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course : SOCIOLOGY OF HEALTH AND MEDICINE	45 Hours
Unit – 1 : Introduction to Sociology of Health	9
A. Sociology of Health: Meaning, Nature, and Need B. Emergence and Development of Sociology of Health – Global and Indian Context C. Key Actors: Doctors, Nurses, Paramedical Staff, Patients – Relationships and Dynamics	
Unit – 2 Social, Cultural and Economic Determinants of Health	9
A. Social Determinants: Class, Caste, Power, Gender, Social Cohesion B. Cultural Determinants: Beliefs, Traditions, Food Practices, Environment C. Economic Determinants: Poverty, Homelessness, Living Conditions, Neighborhood	

Unit – 3 Models and Systems of Health	9
A. Systems of Medicine: Biomedicine and AYUSH B. Dominance of the Biomedical Model and its Critique C. Sick Role (Talcott Parsons) and Experiencing Illness	
Unit – 4 Health Care Institutions	9
A. Hospital as a Social Organization B. Primary Health Centers: Objectives and Functions C. Levels of Health Care: Primary, Secondary and Tertiary Health Care	
Unit – 5 Contemporary Issues in Health Care	9
A. Medicalisation of Health: Meaning and Critiques B. Pharmaceuticalisation: Role of Drug Industry and Consumption of Medicines C. Commercialization of Health Services, Ethics and Inequalities in Health Access	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the sociological dimensions of health, social, cultural, and economic determinants of health, systems of medicine, health care institutions, and contemporary issues in health and medicine.

The **C2 Component (10 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study, Project Report, Book Review, Health Institution Visit Report, or Community Health Study Report.**

The conduct of a Health Institution Visit / Community Health Study shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, the concerned teacher may assign any one of the prescribed C2 academic activities based on the availability of institutional facilities, academic requirements, and the interests of the students. Where a Health Institution Visit / Community Health Study is undertaken, students shall prepare and submit a **20–25-page report** supported by relevant photographs, field observations, interviews, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the institution/community, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment on any topic related to *Sociology of Health and Medicine*.

- Deliver a Seminar Presentation on themes such as sociology of health, social determinants of health, systems of medicine, public health, health inequalities, medical ethics, or health care institutions.
- Prepare a Case Study, Project Report, or Book Review on any issue related to health and medicine.
- Health Institution Visit / Community Health Study: Visit a Primary Health Centre (PHC), Community Health Centre (CHC), Government Hospital, Private Hospital, AYUSH Institution, or any other health-related organization and prepare a 20–25-page report supported by field observations, interviews, documentary evidence, and relevant photographs.
- Conduct a study on doctor–patient relationships, health inequalities, access to health care, nutrition, sanitation, public health awareness, medicalisation, pharmaceuticalisation, commercialization of health services, or any other contemporary issue in health and medicine.

REFERENCES:

1. Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.
3. Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.
4. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
5. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
6. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
7. Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
8. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
9. Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.
10. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
11. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
12. Schwatz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.
13. Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan.

B.A. Semester – IV

SOC DSE - 2(B): SOCIETY AND ARTIFICIAL INTELLIGENCE

Course Title: Society and Artificial Intelligence	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. Introduce students to the sociological implications of Artificial Intelligence (AI) in contemporary society.
2. Critically examine how AI is reshaping labor, governance, education, and interpersonal relations.
3. Understand the role of power, ethics, and inequality in the design and application of AI systems.
4. Explore emerging debates around algorithmic bias, surveillance, data colonialism, and digital justice.
5. Equip students with conceptual tools to assess the social impact of automation and intelligent technologies.

Course Outcomes:

By the end of the course, students will be able to:

1. Identify and explain how AI is transforming various spheres of society.
2. Analyze social inequalities and ethical concerns in algorithmic decision-making.
3. Understand AI through a sociological lens linking it with class, caste, gender, and global power.
4. Engage in critical discussions on automation, job loss, and surveillance.
5. Reflect on the future of human agency, rights, and democracy in an AI-mediated world.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course: SOCIETY AND ARTIFICIAL INTELLIGENCE	45 Hours
Unit – 1 Introduction to AI and Society	9
A. What is Artificial Intelligence? Origins and Definitions B. Types of AI: Narrow, General, and Super Intelligence C. AI and the Fourth Industrial Revolution; Sociological Imagination and the Study of Technology	
Unit – 2 AI and the Future of Work	9
A. Automation and Labour Displacement B. Gig Economy and Algorithmic Management C. Digital Labour and platform Capitalism	
Unit – 3 Algorithmic Bias and Social Inequality	9
A. How algorithms encode social bias – Caste, Race, Gender B. Case studies: Recruitment, Predictive Policing, Credit Scoring C. Ethics of Algorithm Design and Data use	

Unit – 4 Surveillance and Control in the AI Era	9
A. Surveillance Capitalism – Zuboff’s Perspective B. Facial Recognition and Predictive Policing C. Data Privacy and Implications for Civil Liberties	
Unit – 5 AI, Citizenship, and Digital Democracy	9
A. Deep fakes, Misinformation, and Disinformation B. E-governance and use of AI in Public Service Delivery C. The future of Rights, Justice, and Inclusion in a Digital Society	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be evaluated through a **Written Test** covering all the units prescribed in the syllabus. The test shall assess students’ understanding of key concepts, theoretical foundations, analytical abilities, and overall comprehension of the course.

The **C2 Component (10 Marks)** shall be assessed through **Seminar Presentations and/or Assignments** based on topics relevant to the prescribed syllabus. Faculty members shall assign suitable themes, case studies, field-based observations, or project-oriented tasks to promote independent learning, critical thinking, and academic engagement. Evaluation shall be based on conceptual clarity, quality of content, analytical ability, presentation skills, originality, and timely submission.

The internal assessment marks shall be awarded on the basis of students’ performance in both the C1 and C2 components, ensuring a fair, transparent, and continuous evaluation process aligned with the Course Outcomes (COs) and Programme Outcomes (POs).

SUGGESTED ACTIVITIES:

- Group debates: “Will AI create more inequality or eliminate it?”
- Analyze a real-world case of algorithmic bias (e.g., facial recognition, caste-blind recruitment).
- Poster-making: The timeline of AI and society
- Field study/project: Mapping digital usage or perceptions of AI in a local community
- Presentation: The role of AI in job markets and education
- Watch and critique a documentary (e.g., Coded Bias, The Social Dilemma)

REFERENCES:

1. Eubanks, V. (2018). Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor. St. Martin's Press.
2. NITI Aayog (2021). Responsible AI for All: National Strategy for Artificial Intelligence (India-specific context).
3. Noble, S. U. (2018). Algorithms of Oppression: How Search Engines Reinforce Racism. NYU Press.
4. O'Neil, C. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy. Crown.
5. Srnicek, N. (2017). Platform Capitalism. Polity Press.
6. Susskind, D. (2020). A World Without Work: Technology, Automation, and How We Should Respond. Metropolitan Books.
7. Zuboff, S. (2019). The Age of Surveillance Capitalism. PublicAffairs.

B.A. Semester – IV

SOC DSE - 2(C): APPLIED SOCIOLOGY IN MEDIA AND COMMUNICATION

Course Title: Applied Sociology in Media and Communication	
Total Contact hours: 45	Course Credits: 3
Formative Assessment Marks: 20	Summative Assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. Introduce students to the sociological significance of media and its role in shaping public discourse.
2. Equip students with practical skills in media writing, social messaging, and visual communication.
3. Encourage the use of sociological knowledge for advocacy, awareness, and inclusive messaging.
4. Provide training in digital tools for creating content, Infographics, and audio-visual storytelling.
5. Enable students to work in public-facing roles in NGOs, campaigns, journalism, and CSR initiatives.

Course Outcomes:

By the end of the course, students will be able to:

1. Understand media as a tool for social change and sociological intervention.
2. Communicate social issues through written and visual formats.
3. Create short public messages and awareness campaigns.
4. Use basic tools for graphic design and audio content.
5. Apply sociological knowledge in journalism, social advocacy, and digital communication.

Activity:

Blended learning, Group discussions, role play, micro project, field visit, written/oral Presentations by Students.

Content of Course: APPLIED SOCIOLOGY IN MEDIA AND COMMUNICATION	45 Hours
Unit – 1 Introduction to Media and Society	9
A. Media as a Social Institution B. Types of Media: Mass Media, Social Media, Alternative Media C. Relationship between Media, Culture, and Power	
Unit – 2 Writing Sociology for the Public	9
A. Basics of writing: News Reports, Feature Articles, Opinion Columns B. Sociological Writing: Language, Tone, and Accessibility C. Objectivity, Representation, and Bias in Media Texts	
Unit – 3 Visual Communication and Infographics	9
A. Sociology of Visual Culture and Media Representation B. Designing Infographics, Posters, and Photo Stories for Social Campaigns C. Basics of Visual Storytelling for Awareness and Advocacy	

Unit – 4 Social Media and Advocacy	9
A. Using Face Book, Instagram, YouTube, and X (Twitter) for Social Messaging B. Planning and Executing Awareness Posts, Stories, and Short Reels C. Ethics of Digital Advocacy and Engagement	
Unit – 5 Podcasts and Audio Story Telling	9
A. Introduction to Podcasting as a Sociological Tool B. Structuring an Episode: Scriptwriting, Interviewing, Sequencing C. Basics of E-recording, Editing, and Voice Delivery for Audio Content	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of media as a social institution, sociological writing, visual communication, digital advocacy, social media engagement, podcasting, and contemporary issues in media and communication.

The **C2 Component (10 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study, Media Project, Content Analysis, Book Review, Field Study Report, or Media Campaign Report.**

The conduct of Field Visits / Field-based Studies shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the availability of institutional facilities, academic requirements, and the interests of the students. Where a Field Visit / Field-based Study is undertaken, students shall prepare and submit a **20–25-page report** supported by relevant photographs, field observations, interviews, media content, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the institution/organization, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The internal assessment marks shall be awarded on the basis of students' performance in both the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment or Media Project on any topic related to *Applied Sociology in Media and Communication*.

- Deliver a Seminar Presentation on media, digital communication, media ethics, visual communication, social media, podcasting, public communication, or advocacy campaigns.
- Prepare a Case Study, Content Analysis, Book Review, or Media Campaign Report on any issue related to media and communication.
- Field Visit / Field-based Study: Visit a Newspaper Office, Television Channel, Radio Station, Community Radio Centre, Digital Media Organization, Public Relations Agency, Advertising Agency, Government Information Centre, NGO, or any other media-related institution and prepare a 20–25-page report supported by field observations, interviews, media content, documentary evidence, and relevant photographs.
- Conduct a study on media representation of social issues, digital advocacy, social media campaigns, public communication strategies, media literacy, communication technologies, or the role of media in social change.

REFERENCES:

1. Bhargava, R., & Dhamija, S. (2019). Visualising Data Storytelling. SAGE.
2. Chatterjee, P. (2021). Writing for the Media. Oxford University Press.
3. Couldry, N. (2012). Media, Society, World: Social Theory and Digital Media Practice. Polity.
4. Kellner, D., & Durham, M. G. (2006). Media and Cultural Studies: KeyWorks. WileyBlackwell.
5. Lanham, R. A. (2006). The Economics of Attention: Style and Substance in the Age of Information. University of Chicago Press.
6. Podcasts as Resources: All India Bakchod, Suno India, BBC India, Dalit History Month Podcast.
7. Silverstone, R. (1999). Why Study the Media? SAGE.

B.A. Semester – V
SOC DSC - 5: CLASSICAL THINKERS AND SOCIOLOGICAL THEORIES

Course Title: Classical Thinkers and Sociological Theories	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the socio-historical conditions that gave rise to sociological thinking.
2. Critically engage with the contributions of foundational thinkers in sociology.
3. Familiarize with classical sociological theories and their paradigmatic influence.
4. Analyze society using structural, functional, conflict, and interactionist frameworks.
5. Cultivate theoretical reasoning and comparative analysis of social phenomena.

Course Outcomes:

By the end of this course, students will be able to:

1. Describe the historical and intellectual contexts in which classical sociological theories emerged.
2. Explain the major contributions of foundational thinkers such as Karl Marx, Emile Durkheim, and Max Weber.
3. Differentiate among key theoretical paradigms structural-functionalism, conflict theory, and symbolic interactionism.
4. Apply classical theories to contemporary social issues and contexts.
5. Critically compare theoretical perspectives and develop reasoned arguments on their relevance to modern society.
6. Demonstrate the ability to interpret social phenomena through multiple classical theoretical lenses.

Pedagogy:

Blended learning, Group discussion, role play, field visit, written/oral Presentation by students.

Content of Course: Classical Thinkers and Sociological Theories	75 Hours
Unit – 1 Emergence of Sociology and Early Thinkers	15
A. Intellectual background: Enlightenment, Revolution and Industrialization B. Auguste Comte: Positivism, Law of Three Stages, Classification of Sciences, and Religion of Humanity C. Herbert Spencer: Social Evolutionism and Organic Analogy, Social Darwinism	
Unit – 2 Classical Thinkers I – Durkheim and Weber	20
A. Emile Durkheim: Social facts, Solidarity, Empiricism, Suicide and Anomie B. Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism	
Unit – 3 Classical Thinkers II – Karl Marx and Historical Materialism	15
A. Historical Materialism and Dialectical Materialism – Meaning, Principles, Significance and Characteristics B. Class, Class Struggle, Alienation, Surplus Value and Capitalism – Meaning, Definitions and Characteristics	
Unit – 4 Structural and Functional Approaches	10
A. Structuralism – Levi-Strauss and the logic of Binary Oppositions, Structure of Culture and Myth Analysis B. Functionalism – Talcott Parsons: AGIL Scheme and Social System and Robert K. Merton: Manifest Functions, Latent Functions and Dysfunctions	
Unit – 5 Conflict and Interactionist Theories	15
A. Lewis A. Coser – Social Conflict and Functions of Conflict B. Ralf Dahrendorf – Power, Authority and Class Conflict C. Herbert Blumer – Symbolic Interactionism: Meaning, Symbols, Social Interaction, Self, Society and the Construction of Social Reality	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Multiple-Choice Written Test** covering all the units prescribed in the syllabus. The test shall consist of **20 Multiple Choice Questions (MCQs)** carrying **0.5 mark each** and shall be designed to evaluate students’

understanding of classical sociological thinkers, major sociological theories, concepts, perspectives, and their contemporary relevance.

The **C2 Component (10 Marks)** shall be assessed through a **Seminar Presentation or Assignment** based on topics prescribed in the syllabus. Faculty members may assign themes related to classical sociological thinkers, theoretical perspectives, sociological concepts, and the contemporary relevance and application of sociological theories.

Students shall prepare and present a seminar or submit a written assignment demonstrating conceptual clarity, theoretical understanding, analytical ability, critical interpretation, and effective presentation of sociological ideas. The evaluation shall be based on the quality of content, originality, academic rigor, analytical depth, presentation skills, and timely submission.

The award of internal assessment marks shall be based on students' performance in both the **C1 Multiple-Choice Written Test** and the **C2 Seminar Presentation / Assignment**, ensuring a systematic, transparent, continuous, and outcome-oriented evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED SEMINAR / ASSIGNMENT TOPICS (ANY ONE):

Students shall undertake **any one** of the following activities:

- Seminar or Assignment on Auguste Comte's Positivism and the Law of Three Stages.
- Seminar or Assignment on Herbert Spencer's Social Evolutionism and Organic Analogy.
- Seminar or Assignment on Emile Durkheim's Social Facts, Solidarity, Suicide, and Anomie.
- Seminar or Assignment on Max Weber's Social Action, Bureaucracy, Types of Authority, and Protestant Ethics.
- Seminar or Assignment on Karl Marx's Historical Materialism, Class Struggle, Alienation, and Capitalism.
- Seminar or Assignment on Talcott Parsons' AGIL Scheme and Social System.
- Seminar or Assignment on Robert K. Merton's Manifest Functions, Latent Functions, and Dysfunctions.
- Seminar or Assignment on Lewis A. Coser and Ralf Dahrendorf's Conflict Perspectives.
- Seminar or Assignment on Herbert Blumer's Symbolic Interactionism and Social Construction of Reality.
- Comparative Analysis of any Two Classical Sociological Thinkers or Sociological Theories.
- Any other topic related to the course/paper as assigned by the course teacher.

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B.A. Semester – V
SOC DSC – 6 (A): CONTEMPORARY SOCIAL ISSUES IN INDIA

Course Title: Contemporary Social Issues in India	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. To introduce students to the nature, causes and dimensions of contemporary social Issues and concerns in India.
2. To develop an understanding of emerging social issues arising from globalization, urbanization, technological advancement and social change.
3. To enable students to critically examine problems such as unemployment, migration, cybercrime, mental health issues, environmental degradation and social inequalities.
4. To foster awareness of the impact of contemporary social Challenges on individuals, families, communities and society.
5. To encourage students to analyze the role of government, civil society organizations and social movements in addressing social problems and promoting social justice.

Course Outcomes:

1. Students will be able to explain the nature, causes and consequences of major contemporary social Issues in India.
2. Students will be able to apply sociological concepts and perspectives to analyze emerging social issues in contemporary society.
3. Students will critically evaluate the impact of globalization, technology and social change on various sections of society.
4. Students will develop an understanding of social inequalities, environmental challenges, digital-age problems and issues affecting marginalized groups.
5. Students will be able to assess the effectiveness of social policies, welfare programmes and collective efforts aimed at addressing contemporary social problems and promoting sustainable social development.

Pedagogy:

Blended learning, Group discussion, role play, field visit, written/oral Presentation by students.

Content of Course: CONTEMPORARY SOCIAL ISSUES IN INDIA	75 Hours
Unit – 1 Contemporary Social Problems: Concepts and Perspectives	15
A. Social Problems – Meaning, Definitions, Characteristics and Causes B. Globalization and Social Change – Meaning, Characteristics and Impact C. Sociological Perspectives on Contemporary Social Issues D. Contemporary Social Issues in India – Issues, Concerns, Challenges and Emerging Trends E. Role of State and Civil Society in Addressing Contemporary Social Issues	
Unit – 2 Economic and Developmental Challenges	15
A. Multidimensional Poverty – Meaning, Causes and Consequences B. Unemployment and Job Insecurity – Meaning, Types and Consequences C. Migration and Displacement – Meaning, Causes and Impact D. Agrarian Crisis and Farmers Distress – Nature, Causes and Consequences E. Urbanization, Slums and Housing Problems – Meaning, Characteristics and Challenges	
Unit – 3 Emerging Social Issues among Youth and Vulnerable Groups	15
A. Youth Unrest and Career Uncertainty – Nature, Causes and Impact B. Mental Health Issues – Meaning, Types and Social Consequences C. Gender-Based Violence – Meaning, Forms and Consequences D. Problems of Senior Citizens – Nature and Challenges E. Social Exclusion of SCs, STs, OBCs, Minorities and Transgender Communities – Nature and Issues	
Unit – 4 Digital Age and Technology-Related Social Issues	15
A. Cyber Crime – Meaning, Types and Consequences B. Social Media Addiction – Meaning, Characteristics and Effects C. Fake News and Misinformation – Meaning, Nature and Impact D. Online Harassment and Cyber Bullying – Meaning, Forms and Consequences E. Digital Society and Digital Divide – Meaning, Characteristics and Challenges	
Unit – 5 Environmental and Governance Challenges	15
A. Climate Change – Meaning, Causes and Consequences B. Environmental Degradation – Meaning, Forms and Impact C. Water Scarcity and Environmental Displacement – Nature and Consequences D. Corruption and Governance Issues – Meaning, Causes and Consequences E. Human Rights, Social Justice and Sustainable Development – Meaning, Principles and Contemporary Relevance	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of contemporary social issues, economic and developmental challenges, emerging social problems among youth and vulnerable groups, technology-related social issues, environmental concerns, governance, human rights, social justice, and sustainable development.

The **C2 Component (10 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study, Project Report, Book Review, Field Study Report, Study Tour Report, or Community-based Study Report.**

The conduct of Field Visits, Study Tours, and Community-based Studies shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where a Field Visit, Study Tour, or Community-based Study is undertaken, students shall prepare and submit a **20–25-page report** supported by relevant photographs, field observations, interviews, case studies, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the study area/institution, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study, Project Report, or Book Review on any contemporary social issue prescribed in the syllabus.
- Deliver a Seminar Presentation on themes relating to social inequality, youth issues, governance, human rights, social justice, sustainable development, environmental concerns, technology and society, or any other contemporary social issue.
- Prepare a Policy Review, Documentary Review, or Content Analysis on issues related to contemporary Indian society.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Field Visits, Study Tours, or Community-based Studies and prepare a 20–25-page report supported by field observations, interviews, case studies, documentary evidence, and relevant photographs:

- Visit Slum Areas or Urban Poor Settlements to study issues related to poverty, unemployment, migration, housing, sanitation, and urban challenges.
- Visit Government Employment Exchanges or Skill Development Centres to understand unemployment, job insecurity, youth aspirations, and employability challenges.

- Visit Non-Governmental Organizations (NGOs) working for women, children, senior citizens, or transgender communities to examine issues of social exclusion, human rights, and social welfare interventions.
- Visit Old Age Homes to study the social, economic, and psychological challenges faced by senior citizens.
- Visit Community Health Centres, Mental Health Counselling Centres, or Rehabilitation Centres to understand mental health issues and community health challenges.
- Visit Cyber Crime Police Stations, Digital Literacy Centres, or Digital Awareness Centres to explore cyber crime, cyber bullying, fake news, misinformation, and digital security issues.
- Visit villages affected by water scarcity, environmental degradation, or climate change to study their social and environmental consequences.
- Visit Human Rights Organizations, Legal Aid Centres, or Social Justice Institutions to understand issues relating to human rights, governance, and social justice.
- Conduct a Field Survey on social media usage, the digital divide, youth issues, or any other contemporary social issue.
- Undertake a Study Tour to selected communities, institutions, development projects, NGOs, rehabilitation centres, environmentally sensitive areas, or other socially significant locations relevant to the course and prepare a comprehensive Field Study Report / Study Tour Report.

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B.A. Semester – V
SOC DSC – 6(B): SOCIAL ENTREPRENEURSHIP

Course Title: Social Entrepreneurship	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

1. Understand the concepts, principles and significance of social entrepreneurship and social business in addressing social issues.
2. Familiarize students with the establishment, legal framework and functioning of Non-Profit Organizations (NPOs) and Non-Governmental Organizations (NGOs).
3. Develop knowledge of management, project planning, fundraising and financing strategies in social entrepreneurship.
4. Examine the role of social innovation, Corporate Social Responsibility (CSR) and digital technologies in promoting social development.
5. Enhance students' practical understanding of social entrepreneurship through case studies, field visits, study tours and interaction with social organizations.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the concepts, characteristics and relevance of social entrepreneurship and social business.
2. Describe the legal procedures, organizational structure and functioning of Non-Profit Organizations (NPOs) and Non-Governmental Organizations (NGOs).
3. Apply principles of project management, human resource management and fundraising in social entrepreneurship initiatives.
4. Analyze the role of social innovation, CSR, digital social entrepreneurship and sustainable development in addressing social challenges.
5. Evaluate the functioning and impact of social enterprises, NGOs and NPOs through case studies, field visits and field-based learning.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Social Entrepreneurship	75 Hours
Unit – 1 Fundamentals of Social Entrepreneurship	15
A. Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relationship between Social Change and Social Entrepreneurship B. Typology of Ventures: Meaning, Types, Social Ventures, Social Consequence of Entrepreneurship, Nonprofit Enterprising, Hybrid Models of Social Entrepreneurship C. Identifying social business opportunities	
Unit – 2 Establishment of Non-Profit Organisations	15
A. Concept (includes Non-Government Organizations), Objectives and establishment of Non-Profit organizations (NPOs) B. Legal Procedure for establishment of NPOs: Societies Registration Act , Indian Companies Act, Charitable Endowments Act and Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs C. Social Values of NPOs: Mission and Vision; Memorandum of Association and Bye-Laws	
Unit – 3 Management and Financing	15
A. Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme B. Project Management: Definition of Concept; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal C. Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Funding Generation	
Unit – 4 Social Innovation and Contemporary Trends in Social Entrepreneurship	15
A. Social Innovation – Meaning, Features and Significance B. Corporate Social Responsibility (CSR) – Meaning, Objectives, Role in Social Development and Sustainable Development Goals (SDGs) C. Digital Social Entrepreneurship – Crowd funding, Social Media Campaigns, Online Fundraising, Challenges and Opportunities in India	

Unit – 5 Case Studies and Field-Based Learning	15
A. Case Studies – Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra (B.R. Hills) and Other Successful Social Enterprises B. Study of the Functioning of a Local Non-Profit Organization (NPO) and Analysis of its Activities C. Seminar Presentation, Proposal Writing of Establishing an Organization and Case Analysis of any Social Concerns NGOs	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the concepts, principles, legal frameworks, management practices, financing mechanisms, social innovation, corporate social responsibility, case studies, and contemporary trends in social entrepreneurship.

The **C2 Component (10 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study Report, Project Proposal, Project Report, Book Review, Field Study Report, Study Tour Report, or Organizational Study Report.**

The conduct of Field Visits, Study Tours, Organizational Studies, and Project-based Activities shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where a Field Visit, Study Tour, Organizational Study, or Project-based Activity is undertaken, students shall prepare and submit a **20–25-page report** supported by relevant photographs, field observations, interviews, organizational documents, case studies, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the organization/project, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study Report, Project Report, or Book Review on any topic related to Social Entrepreneurship.
- Deliver a Seminar Presentation on social entrepreneurship, social innovation, corporate social responsibility (CSR), sustainable development goals (SDGs), social enterprises, nonprofit organizations, or other contemporary issues in social entrepreneurship.

- Prepare a Project Proposal for establishing a Social Enterprise, Non-Governmental Organization (NGO), or Non-Profit Organization (NPO) to address a specific social problem, including its vision, mission, objectives, organizational structure, target beneficiaries, budget, funding sources, and implementation plan.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Field Visits, Study Tours, Organizational Studies, or Project-based Activities and prepare a 20–25-page report supported by field observations, interviews, organizational documents, case studies, documentary evidence, and relevant photographs:

- Visit a Non-Governmental Organization (NGO) or Non-Profit Organization (NPO) and study its organizational structure, objectives, programmes, funding sources, and community interventions.
- Visit a Social Enterprise and analyze its social mission, business model, sustainability strategies, and social impact.
- Visit a Corporate Social Responsibility (CSR) Project implemented by a corporate organization and examine its contribution to social development and the Sustainable Development Goals (SDGs).
- Visit a Skill Development Centre, Self-Help Group (SHG), Rural Development Institution, **or** Social Business Initiative and study its role in community empowerment and social development.
- Conduct a Case Study of successful social enterprises such as Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra (B.R. Hills), or other similar organizations.
- Undertake a Study Tour to selected NGOs, NPOs, Social Enterprises, CSR Project Sites, Skill Development Centres, Community-Based Organizations (CBOs), Rural Development Projects, or other socially significant institutions relevant to the course and prepare a comprehensive Study Tour Report.

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B.A. Semester – V

SOC SEC - 1(A): CORPORATE SOCIAL RESPONSIBILITY

Course Title: Corporate Social Responsibility	
Total Contact hours: 35	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment Marks: 40
Duration of Exam: 1½ Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the concept, evolution and significance of Corporate Social Responsibility (CSR) in business and society.
2. Familiarize with the legal framework, policies and regulations governing CSR in India.
3. Examine the roles and responsibilities of stakeholders in planning, implementing and evaluating CSR initiatives.
4. Analyze current trends, opportunities and challenges in CSR in the context of globalization, sustainable development and environmental concerns.
5. Develop the ability to assess the impact of CSR programmes and corporate-community collaborations on social development and community welfare.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the concept, evolution and importance of Corporate Social Responsibility in contemporary society.
2. Describe the legal provisions, policies and institutional framework governing CSR in India.
3. Analyze the roles and responsibilities of various stakeholders involved in CSR initiatives.
4. Evaluate corporate-community collaborations and their contribution to social development.
5. Assess current trends, opportunities and challenges in CSR at local, national and global levels.
6. Apply CSR concepts and practices to understand and address contemporary social and environmental issues.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Corporate Social Responsibility	35 Hours
Unit – 1 Introduction	10
A. Corporate Social Responsibility (CSR): Meaning, Evolution of CSR; Concept of Charity, Corporate Citizenship, Corporate Philanthropy B. Corporate-Community Collaboration (CCC) and Social Development; Challenges to CCC C. CSR Legislation in India: Sec 135 of Companies Act, 2013	
Unit – 2 Stakeholders - Role and Responsibilities	15
A. Stakeholders in CSR: Shareholders, Employees, Customers, Communities, Governments and Regulators B. Role of Public Sector and NGOs in Corporate, Government Programmes C. Stakeholder Mapping, Engagement and Action Plan	
Unit – 3 Current Trends and Opportunities in CSR	10
A. Review Current trends and opportunities in CSR B. Review of Successful corporate initiatives and challenges of CSR C. Impacts on CSR; Globalization and Environment	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (5 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the concepts, principles, legal provisions, stakeholder engagement, contemporary trends, opportunities, challenges, and sustainable development perspectives associated with **Corporate Social Responsibility (CSR)**.

The **C2 Component (5 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study Report, CSR Project Review Report, Project Report, Book Review, Field Study Report, Study Tour Report, or Organizational Study Report.**

The conduct of Field Visits, Study Tours, Organizational Studies, and CSR Project-based Activities shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where a Field Visit, Study Tour, Organizational Study, or CSR Project-based Activity is undertaken, students shall prepare and submit a **10–15-page report** supported by relevant photographs, organizational documents, field observations, interviews, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the organization/project, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study Report, Project Report, or Book Review on any topic related to Corporate Social Responsibility.
- Deliver a Seminar Presentation on CSR legislation, stakeholder engagement, corporate citizenship, corporate philanthropy, sustainable development, environmental responsibility, or emerging trends in CSR.
- Prepare a CSR Project Review Report by analysing the CSR initiatives of a public sector undertaking, private sector company, or multinational corporation.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Field Visits, Study Tours, Organizational Studies, or CSR-based Activities and prepare a 10–15-page report supported by field observations, interviews, documentary evidence, organizational documents, and relevant photographs:

- Visit a CSR Project implemented by a corporate organization and examine its contribution to community development, social welfare, and sustainable development.
- Visit a Non-Governmental Organization (NGO) associated with CSR programmes and study its role in implementing Corporate Social Responsibility initiatives.
- Conduct a Case Study of a successful CSR initiative undertaken by a public sector undertaking, private sector organization, or multinational corporation.
- Study the implementation of CSR activities related to education, health, environmental protection, rural development, women empowerment, livelihood promotion, or skill development.
- Review and analyze the CSR Policy, Annual CSR Report, Sustainability Report, or ESG Report of a corporate organization.
- Undertake a Study Tour to CSR project sites, NGOs, community development projects, rural development initiatives, social enterprises, or other socially significant institutions relevant to the course and prepare a comprehensive report.

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B.A. Semester – V

SOC SEC -1(B): SOCIOLOGY OF DISASTER MANAGEMENT

Course Title: Sociology of Disaster Management	
Total Contact hours: 35	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment Marks: 40
Duration of Exam: 1½ Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the sociological dimensions of disasters and disaster management.
2. Familiarize with key concepts such as hazard, disaster, vulnerability, risk society and pandemic.
3. Examine the social, economic and cultural impacts of disasters on communities and vulnerable groups.
4. Analyze disaster response mechanisms, including relief, rehabilitation and reconstruction processes.
5. Develop an understanding of disaster management policies, institutions and case studies in the Indian context.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the meaning, types and sociological dimensions of disasters.
2. Describe the concepts of hazard, vulnerability, risk society, pandemic and disaster management.
3. Analyze the differential impact of disasters on caste, class, gender, children, elderly and persons with disabilities.
4. Evaluate the role of disaster management institutions and policies in disaster preparedness and response.
5. Apply sociological perspectives to understand major disasters and their consequences.
6. Assess disaster case studies and recommend appropriate strategies for disaster risk reduction and community resilience.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Sociology of Disaster Management	35 Hours
Unit – 1 Understanding Disasters and Society	10
A. Sociology of Disaster: Meaning and Scope; Types of Disaster: Natural, Human-made B. Social causes and consequences of disaster C. Disaster risk in India: Floods, Droughts, Earthquakes and Cyclones D. Urban Hazards (fires, building collapse, industrial accidents)	
Unit – 2 Community, Institutions, and Disaster Response	10
A. Community participation in disaster preparedness B. Role of local governance institutions in disaster management C. Role of schools, hospitals and civil society during disasters D. National Disaster Management Authority: NDRF and SDRF	
Unit – 3 Case Studies: Social Impact and Response	15
A. Bhopal Disaster (1984), LG Polymers Gas Leak, Visakhapatnam (2020) B. Indian Ocean Tsunami (2004), Uttarakhand Floods (2013), South India Floods (2015) C. Surat Plague (1994) D. Migration, Livelihood and Social Inequality during COVID-19	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (5 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the sociological dimensions of disasters, disaster risk, vulnerability, community resilience, institutional mechanisms, disaster preparedness, response, rehabilitation, and disaster management practices.

The **C2 Component (5 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study Report, Disaster Risk Assessment Report, Project Report, Book Review, Field Study Report, Community-based Study Report, or Study Tour Report.**

The conduct of Field Visits, Community-based Studies, Institutional Studies, Disaster Risk Assessments, and Study Tours shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where a Field Visit, Community-based Study, Institutional Study, Disaster Risk Assessment, or Study Tour is undertaken, students shall prepare and submit a **10–15-page report** supported by relevant photographs, field observations, interviews, case studies, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the study area/institution, methodology, data collection procedures, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study Report, Project Report, Book Review, or Disaster Risk Assessment Report on any topic related to Sociology of Disaster Management.
- Deliver a Seminar Presentation on disaster risk reduction, community resilience, disaster preparedness, climate change, disaster governance, rehabilitation, or other contemporary issues in disaster management.
- Review and analyze Government Policies, Disaster Management Plans, NDMA Guidelines, DDMA Reports, or Disaster-related Documentary Films.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Field Visits, Community-based Studies, Institutional Studies, or Study Tours and prepare a 10–15-page report supported by field observations, interviews, case studies, documentary evidence, and relevant photographs:

- Visit a flood-prone, drought-prone, landslide-prone, cyclone-affected, or other disaster-vulnerable area to examine its social, economic, and environmental impacts on local communities.
- Visit the District Disaster Management Authority (DDMA), Fire and Emergency Services Department, National Disaster Response Force (NDRF), State Disaster Response Force (SDRF), or other disaster management institutions to study disaster preparedness, mitigation, response, and rehabilitation mechanisms.
- Conduct a community-based study in a disaster-prone rural or urban locality to assess disaster preparedness, risk perception, coping strategies, and community resilience.
- Examine the role of Gram Panchayats, Municipalities, Urban Local Bodies, and other local governance institutions in disaster preparedness, response, and recovery.

- Visit schools, hospitals, community health centers, or other public institutions to study disaster preparedness plans, emergency response systems, and risk management practices.
- Conduct a Case Study of major disasters such as the Bhopal Gas Tragedy (1984), Indian Ocean Tsunami (2004), Uttarakhand Floods (2013), South India Floods (2015), Surat Plague (1994), LG Polymers Gas Leak (2020), or the COVID-19 Pandemic.
- Assess the social impact of disasters on women, children, senior citizens, migrant workers, persons with disabilities, and other vulnerable communities.
- Conduct interviews with disaster survivors, community leaders, government officials, disaster management personnel, or volunteers engaged in relief, rehabilitation, and recovery.
- Study the role of civil society organizations, Non-Governmental Organizations (NGOs), voluntary organizations, and Community-Based Organizations (CBOs) in disaster preparedness, relief, rehabilitation, and recovery.
- Undertake a community-based disaster risk assessment and develop recommendations for strengthening disaster preparedness, mitigation measures, community resilience, and sustainable disaster management

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B.A. Semester – VI
SOC DSC - 7: METHODS AND TECHNIQUES OF SOCIAL RESEARCH

Course Title: Methods and Techniques of Social Research	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the nature, significance and scope of social research in sociology.
2. Familiarize with the scientific method and major approaches to social research.
3. Develop knowledge of research design, sampling methods and data collection techniques.
4. Analyze the application of quantitative and qualitative methods in social research.
5. Cultivate skills in data interpretation, report writing and ethical research practices.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the meaning, objectives and significance of social research.
2. Describe the stages involved in the research process and scientific method.
3. Apply appropriate research designs, sampling techniques and methods of data collection.
4. Differentiate between qualitative and quantitative research approaches.
5. Interpret social data and prepare research reports following scientific procedures.
6. Demonstrate an understanding of research ethics and the responsible conduct of social research.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Methods and Techniques of Social Research	75 Hours
Unit – 1 Introduction to Social Research	15
A. Social Research – Meaning, Definitions, Nature and Significance B. Scientific Method – Meaning, Characteristics and Steps C. Types of Research – Pure and Applied, Quantitative and Qualitative Research	
Unit – 2 Research Process and Research Design	15
A. Research Problem – Meaning, Selection and Formulation B. Review of Literature– Meaning, objectives, Sources and Hypothesis – Meaning, Definitions, Types and Characteristics C. Research Design – Meaning, Significance and Types	
Unit – 3 Sampling and Data Collection	15
A. Sampling – Meaning, Importance and Types B. Observation and Interview – Meaning, Types, Merits and Limitations C. Questionnaire and Interview Schedule – Meaning, Merits and Limitations	
Unit – 4 Data Processing and Analysis	15
A. Classification and Tabulation of Data – Meaning and Importance B. Data Analysis and Interpretation – Meaning and Techniques C. Use of Computers and Statistics in Social Research	
Unit – 5 Report Writing and Research Ethics	15
A. Research Report – Meaning, Types and Structure B. Research Ethics – Meaning, Principles and Importance C. Use of Information and Communication Technology (ICT) in Social Research	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Multiple-Choice Written Test** covering all the units prescribed in the syllabus. The test shall consist of **20 Multiple Choice Questions (MCQs)** carrying **0.5 mark each** and shall be designed to evaluate students' understanding of the concepts, principles, methods, techniques, research process, research design, sampling methods, data collection tools, data processing, data analysis, research ethics, and the application of scientific methods in social research.

The **C2 Component (10 Marks)** shall be assessed through an **Assignment** in the form of a **Mini Research Project / Mini Research Proposal Report**. Students shall undertake an independent research study on a social issue or topic relevant to the discipline of Sociology.

The objective of the **Mini Research Project / Mini Research Proposal** is to provide students with practical exposure to the process of social research, including the identification of a research problem, review of literature, formulation of objectives, preparation of research tools, collection of primary data, data processing, analysis, interpretation, and report writing.

Each student shall prepare a **Questionnaire or Interview Schedule comprising a minimum of 30 questions** and collect data from **at least 30 respondents**. Based on the data collected, students shall prepare and submit a **Mini Research Project / Mini Research Proposal Report of 20–25 pages**, supported by relevant tables, charts, photographs, and documentary evidence, wherever applicable.

The conduct of field-based data collection shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Where primary data collection is not feasible, students may undertake a Mini Research Proposal or an alternative research-based academic activity approved by the course teacher.

The Mini Research Project / Mini Research Proposal Report, wherever applicable, shall include the title of the study, statement of the problem, objectives, review of literature, research methodology, sampling design, tools of data collection, data analysis and interpretation, findings, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in both the C1 Multiple-Choice Written Test and the C2 Assignment (Mini Research Project / Mini Research Proposal Report), ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed Course Outcomes (COs) and Programme Outcomes (POs).

C2: SUGGESTED MINI RESEARCH PROJECT / PROPOSAL AREAS:

Students may undertake **any one** of the following research studies and submit a **Mini Research Project / Mini Research Proposal Report of 20–25 pages**:

- Social Media Usage and Digital Behaviour among Youth.
- Educational Aspirations and Career Preferences of College Students.
- Rural–Urban Migration and its Social Consequences.
- Women's Empowerment and Self-Help Groups.
- Social Problems of Senior Citizens.
- Mental Health Awareness among Students.
- Digital Divide and Access to Technology.
- Unemployment and Employability Challenges among Youth.
- Environmental Awareness and Sustainable Practices.
- Health, Hygiene, and Public Awareness in Local Communities.
- Role of Panchayat Raj Institutions in Rural Development.
- Gender Equality and Women's Participation in Education and Employment.
- Substance Abuse and Youth Behaviour.
- Social Impact of Mobile Phones and Internet Usage.
- Any other sociologically relevant topic approved by the course teacher.

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B.A. Semester – VI
SOC DSC – 8(A): INDIAN SOCIAL REFORMERS

Course Title: Indian Social Reformers	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the socio-cultural background of social reform movements in India.
2. Familiarize with the life, ideas and contributions of major Indian social reformers.
3. Examine the role of social reformers in addressing social inequalities, discrimination and social evils.
4. Analyze the impact of social reform movements on Indian society and social change.
5. Develop a critical understanding of the relevance of reformist ideas in contemporary India.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the historical context and emergence of social reform movements in India.
2. Describe the contributions of major Indian social reformers towards social transformation.
3. Analyze the role of social reformers in promoting social justice, equality and human dignity.
4. Evaluate the impact of reform movements on caste, gender, education and religious practices.
5. Assess the contemporary relevance of reformist ideas in addressing present-day social issues.
6. Apply sociological perspectives to understand social reform and social change in India.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Indian Social Reformers	75 Hours
Unit – 1 Social Reform Movements in India	15
A. Social Reform – Meaning, Nature and Significance B. Social and Religious Reform Movements in India: Emergence and Impact C. The Role of Buddha and Basava in Social reformation	
Unit – 2 Raja Ram Mohan Roy and Swami Vivekananda	15
A. Raja Ram Mohan Roy – Life Sketch and Contributions to Social Reform B. Brahmo Samaj, Women’s Rights and Educational Reforms C. Swami Vivekananda – Social Philosophy, Humanism and Social Service	
Unit – 3 Jyotirao Phule and Savitribai Phule	15
A. Jyotirao Phule – Life Sketch and Social Philosophy B. Savitribai Phule – Women’s Education, Social Justice and Empowerment C. Critique of Caste System and Educational Reforms	
Unit – 4 Social Justice, Equality and the Growth of Reservation Policy in India	15
A. Chhatrapati Shahu Maharaj – Social Justice and Reservation Initiatives B. Nalvadi Krishnaraja Wadiyar – Reservation and Educational Reforms in Karnataka C. Dr. B. R. Ambedkar – Constitutional Safeguards and the Expansion of Reservation policy for Marginalized Communities	
Unit – 5 Periyar, Narayana Guru and Contemporary Relevance	15
A. E. V. Ramasamy (Periyar) – Self-Respect Movement and Social Equality B. Narayana Guru – Social Reform, Equality and Religious Harmony C. Contemporary Relevance of Indian Social Reformers in Modern India	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students’ understanding of the life, philosophy, contributions, and contemporary relevance of Indian Social Reformers, as well as their role in promoting social justice, equality, education, and social transformation.

The **C2 Component (10 Marks)** shall be assessed through a **Seminar Presentation or Assignment** based on any one of the themes, reformers, movements, or issues prescribed in the syllabus. Students shall critically examine the selected topic through library research, review of relevant literature, and analysis of contemporary social issues in the light of the ideas and contributions of Indian Social Reformers.

The Seminar Presentation or Assignment shall include the objectives, conceptual framework, analysis of the selected theme, findings, conclusion, and references. Students shall demonstrate their understanding of the contributions of Indian Social Reformers and their relevance to contemporary society.

The award of internal assessment marks shall be based on students' performance in both the **C1 Written Test** and the **C2 Seminar Presentation/Assignment**, ensuring a systematic, transparent, continuous, and outcome-oriented evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

SUGGESTED ACTIVITIES:

- Students shall prepare biographical sketches of selected social reformers.
- Students shall organize seminars, debates and group discussions on the ideas of Indian social reformers.
- Students shall undertake comparative studies of the philosophies of Gandhi, Ambedkar, Phule and Periyar.
- Students shall analyze the relevance of reformist ideas in addressing contemporary social issues.
- Students shall prepare project reports on social reform movements and their impact on Indian society.
- Study Tours and Field Visits may be organized to places, memorials, institutions and organizations associated with social reformers and social movements.

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B.A. Semester – VI

SOC DSC – 8(B): SOCIOLOGY OF HUMAN RESOURCE MANAGEMENT

Course Title: Sociology of Human Resource Management	
Total Contact hours: 75	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment Marks: 80
Duration of Exam: 3 Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the sociological dimensions of work, organizations and human resource management.
2. Familiarize with the concepts, functions and significance of human resource management in contemporary organizations.
3. Examine the relationship between organizations, employees and industrial relations from a sociological perspective.
4. Analyze issues related to labour welfare, organizational behaviour, leadership and workplace dynamics.
5. Develop an understanding of emerging trends and challenges in human resource management in a globalized world.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the concepts, functions and significance of human resource management.
2. Describe the sociological foundations of work, occupation, profession and organizations.
3. Analyze industrial relations, labour welfare measures and workplace dynamics.
4. Evaluate leadership, motivation and organizational behaviour in different organizational settings.
5. Assess the impact of globalization, diversity and technological changes on human resource management.
6. Apply sociological perspectives to understand contemporary issues in human resource management.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Sociology of Human Resource Management	75 Hours
Unit – 1 Sociology of Work and Human Resource Management	15
A. Sociology of Work – Meaning, Nature and Scope B. Human Resource Management – Meaning, Definitions and Functions C. Work, Occupation and Profession – Meaning, Characteristics and Differences	
Unit – 2 Organization and Human Resources	15
A. Organization – Meaning, Characteristics and Types B. Bureaucracy – Meaning, Characteristics and Max Weber’s Perspective C. Human Resource Planning, Recruitment and Selection – Meaning and Process	
Unit – 3 Industrial Relations and Labour Welfare	15
A. Industrial Relations – Meaning, Objectives and Importance B. Trade Unions and Collective Bargaining – Meaning, Functions, Process and Role in Industry C. Labour Welfare and Social Security – Meaning, Objectives and Welfare Measures	
Unit – 4 Human Relations and Organizational Behaviour	15
A. Leadership – Meaning, Types and Leadership Styles B. Motivation – Meaning, Theories and Importance C. Organizational Culture and Organizational Behaviour – Meaning, Characteristics and Significance	
Unit – 5 Contemporary Issues in Human Resource Management	15
A. Globalization and Human Resource Management B. Gender, Diversity and Inclusion in the Workplace C. Digital Workplace, Work-Life Balance, Work from Home and Emerging Challenges in HRM	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (10 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students’ understanding of the sociology of work, human resource management, organizational structure, industrial relations, labour welfare, organizational behaviour, leadership, motivation, and contemporary issues in Human Resource Management.

The **C2 Component (10 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study Report, Project Report, Organizational Study Report, Book Review, Industrial Visit Report, Field Study Report, or Study Tour Report.**

The conduct of Industrial Visits, Organizational Studies, Field Visits, and Study Tours shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where an Industrial Visit, Organizational Study, Field Visit, or Study Tour is undertaken, students shall prepare and submit a **20–25-page report** supported by relevant photographs, field observations, interviews, organizational documents, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the organization, organizational structure, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study Report, Project Report, Organizational Study Report, or Book Review on any topic related to Sociology of Human Resource Management.
- Deliver a Seminar Presentation on topics such as human resource management, industrial relations, labour welfare, leadership, organizational behaviour, workplace diversity, work-life balance, digital workplace, or emerging trends in HRM.
- Review and analyse Human Resource Policies, Labour Welfare Practices, Organizational Structures, Recruitment Systems, or HR Manuals of selected organizations.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Industrial Visits, Organizational Studies, Field Visits, or Study Tours and prepare a 20–25-page report supported by field observations, interviews, documentary evidence, organizational documents, and relevant photographs:

- Visit a manufacturing industry and study its organizational structure and Human Resource Management practices.
- Visit a corporate organization and examine the functions and activities of the Human Resource (HR) Department.
- Visit a Public Sector Undertaking (PSU) and study recruitment, selection, employee welfare, and industrial relations practices.
- Visit a service-sector organization such as banks, hospitals, IT companies, hotels, educational institutions, or business establishments and analyze its Human Resource Management systems.
- Study the organizational hierarchy, division of work, leadership patterns, and decision-making processes within an organization.

- Examine employee recruitment, selection, training, performance appraisal, promotion, and career development practices.
- Study labour welfare measures, employee benefits, social security provisions, occupational safety, and workplace welfare mechanisms.
- Analyze industrial relations, grievance redressal mechanisms, collective bargaining processes, and the role of trade unions.
- Examine organizational culture, employee motivation, teamwork, communication systems, and workplace behaviour.
- Study contemporary Human Resource Management practices relating to diversity and inclusion, work-life balance, digital workplace management, remote work, employee engagement, and organizational well-being.
- Undertake a Study Tour to selected industries, corporate organizations, Public Sector Undertakings (PSUs), service-sector organizations, educational institutions, healthcare organizations, IT companies, banks, or other organizations relevant to the course and prepare a comprehensive Study Tour Report.

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B.A. Semester – VI

SOC SEC -2(A): PUBLIC HEALTH CONSULTANCY

Course Title: Public Health Consultancy	
Total Contact hours: 35	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment Marks: 40
Duration of Exam: 1½ Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the concepts of health, public health and community health.
2. Familiarize with the social and cultural determinants of health and human behaviour.
3. Develop communication skills required for public health awareness and community engagement.
4. Examine the role of health communication in promoting healthy behaviour and disease prevention.
5. Acquire practical exposure to public health issues through field-based activities and community participation.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the concepts of health, public health and community health.
2. Describe the social and cultural factors influencing health and illness.
3. Demonstrate effective verbal, non-verbal and written communication skills in public health settings.
4. Apply health communication strategies for awareness creation and behaviour change.
5. Analyze public health issues and community health needs through field engagement.
6. Participate in community-based health promotion and disease prevention programmes.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Field Visits, Community Engagement, Awareness Campaigns, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Public Health Consultancy	35 Hours
Unit – 1 Introduction to Public Health	10
A. Definition of Health, Human Behaviour, Social and Cultural Determinants of Health B. Public Health – Meaning and Importance C. Social Epidemiology and Community Health	
Unit – 2 Health Communication	10
A. Verbal and Non-Verbal Communication, Public Speaking, Audio-Visual Aids and Written Communication B. Information, Education and Communication (IEC), Interpersonal Communication (IPC) C. Social and Behaviour Change Communication (SBCC)	
Unit – 3 Field-Based Public Health Practice	15
A. Community Health Awareness Programmes – Sanitation, Personal Hygiene and Control of Infectious Diseases B. Public Health Campaigns – HIV/AIDS Awareness, Anti-Tobacco Campaigns, Awareness on Alcoholism, Domestic Violence and Sexual Violence C. Maternal and Child Health, Geriatric Health, Mental Health, Motor Vehicle Accidents and Lifestyle Diseases D. Field Visits, Community Engagement, Awareness Campaigns, Seminar Presentation and Report Writing	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (5 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the concepts of public health, social and cultural determinants of health, health communication, community health, public health interventions, and contemporary public health challenges.

The **C2 Component (5 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study Report, Project Report, Book Review, Field Study Report, Community-Based Public Health Activity Report, Health Awareness Campaign Report, or Study Tour Report.**

The conduct of Field Visits, Community-based Studies, Health Awareness Programmes, Public Health Campaigns, and Study Tours shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where a Field Visit, Community-based Public Health Activity, Health Awareness Programme, Public Health Campaign, or Study Tour is undertaken, students shall prepare and submit a **10–15-page report** supported by relevant photographs, field observations, community interactions, interviews, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the community/institution, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study Report, Project Report, Book Review, or Health Awareness Campaign Report on any topic related to Public Health Consultancy.
- Deliver a Seminar Presentation on public health, health communication, social epidemiology, community health, health promotion, behavioural change communication, or contemporary public health issues.
- Review and analyse Public Health Policies, National Health Programmes, IEC/SBCC initiatives, Government Reports, or documentary films related to public health.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Field Visits, Community-based Public Health Activities, Health Awareness Programmes, or Study Tours and prepare a 10–15-page report supported by field observations, interviews, documentary evidence, community interactions, and relevant photographs:

- Visit a Primary Health Centre (PHC), Community Health Centre (CHC), Government Hospital, or other Public Health Institution and examine its organizational structure, health services, and community outreach programmes.
- Organize or participate in a Community Health Awareness Programme on sanitation, personal hygiene, prevention of infectious diseases, environmental health, nutrition, or public health promotion.
- Conduct a Public Health Awareness Campaign on HIV/AIDS, anti-tobacco initiatives, alcoholism, domestic violence, sexual violence, mental health, lifestyle diseases, or other relevant public health concerns.

- Undertake a community-based study on maternal and child health, geriatric health, mental health, lifestyle diseases, road safety, accident prevention, or other public health issues and analyse the findings from a public health perspective.
- Visit a Non-Governmental Organization (NGO), Community-Based Organization (CBO), or Public Health Agency engaged in health promotion and document its programmes, interventions, and community health initiatives.
- Undertake a Study Tour to public health institutions, NGOs, community health projects, health awareness centres, rehabilitation centres, or other organizations relevant to the course and prepare a comprehensive Study Tour Report.

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1. Park, K. (2023), *Park's Textbook of Preventive and Social Medicine*, Banarsidas Bhanot, Jabalpur.
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4. Green, Lawrence W. and Kreuter, Marshall W. (2005), *Health Program Planning: An Educational and Ecological Approach*, McGraw-Hill.
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6. Scriven, Angela (2017), *Promoting Health: A Practical Guide*, Routledge.
7. World Health Organization (WHO), Health Promotion and Public Health Reports.
8. Government of India, National Health Mission (NHM) Guidelines and Reports.
9. Ministry of Health and Family Welfare, Government of India – Publications and Reports.
10. Tulchinsky, Theodore H. and Varavikova, Elena A. (2014), *The New Public Health*, Academic Press.

B.A. Semester – VI

SOC SEC -2(B): SOCIOLOGY OF LAW

Course Title: Sociology of Law	
Total Contact hours: 35	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment Marks: 40
Duration of Exam: 1½ Hours	

Course Objectives:

By the end of this course, students will be able to:

1. Understand the sociological foundations of law and its relationship with society.
2. Familiarize with the concepts, functions and institutions of law in modern society.
3. Examine the role of law in maintaining social order, social control and social change.
4. Analyze the relationship between law, justice, rights and social inequalities.
5. Develop an understanding of contemporary legal issues from a sociological perspective.

Course Outcomes:

By the end of this course, students will be able to:

1. Explain the meaning, nature and significance of law in society.
2. Describe the relationship between law, social order and social change.
3. Analyze the role of legal institutions in regulating social behaviour and resolving conflicts.
4. Evaluate the impact of law on social justice, human rights and marginalized groups.
5. Apply sociological perspectives to understand contemporary legal and social issues.
6. Assess the role of law in promoting equality, justice and democratic values.

Pedagogy:

Blended Learning, Lecture Method, Group Discussion, Role Play, Case Study Analysis, Field Visits, Study Tours, Project Work, Seminar Presentation, Written/Oral Presentation by Students and Experiential Learning.

Content of Course: Sociology of Law	35 Hours
Unit – 1 Introduction to Sociology of Law	10
A. Sociology of Law – Meaning, Nature and Scope B. Law, Society and Social Control – Meaning, Functions and Significance C. Law and Social Change – Relationship between Law and Society	
Unit – 2 Law, Justice and Legal Institutions	15
A. Justice – Meaning, Types and Principles of Justice B. Legal Institutions – Legislature, Judiciary, Police and Correctional Institutions C. Human Rights, Constitutional Rights and Access to Justice	
Unit – 3 Contemporary Legal Issues and Society	10
A. Law and Social Inequality – Caste, Class and Gender B. Domestic Violence, Child Rights and Protection of Women C. Cyber Crime, Environmental Law and Emerging Legal Challenges	

NOTE:

For the purpose of Continuous Internal Assessment (CIA), the **C1 Component (5 Marks)** shall be assessed through a **Written Test** covering all the units prescribed in the syllabus. The test shall be designed to evaluate students' understanding of the fundamental concepts, theoretical perspectives, legal institutions, human rights, constitutional rights, justice, and contemporary legal issues discussed in the course.

The **C2 Component (5 Marks)** shall be assessed through **any one** of the following academic activities: **Assignment, Seminar Presentation, Case Study Report, Project Report, Book Review, Field Study Report, Study Tour Report, or Institutional Study Report.**

The conduct of Field Visits, Institutional Studies, and Study Tours shall be subject to institutional feasibility and the academic discretion of the concerned teacher. Accordingly, faculty members may assign any one of the prescribed C2 academic activities based on the academic requirements of the course, availability of institutional facilities, and the interests of the students. Where a Field Visit, Institutional Study, or Study Tour is undertaken, students shall prepare and submit a **10–15-page report** supported by relevant photographs, field observations, interviews, case analyses, and documentary evidence.

Where applicable, the report shall include the objectives of the study, profile of the institution or subject under study, methodology, observations, findings, analysis, conclusion, suggestions, references, and relevant annexures.

The award of internal assessment marks shall be based on students' performance in the **C1 Written Test** and **any one of the approved C2 assessment components**, ensuring a systematic, transparent, continuous, flexible, and outcome-based evaluation process aligned with the prescribed **Course Outcomes (COs)** and **Programme Outcomes (POs)**.

C2: SUGGESTED ACADEMIC ACTIVITIES (ANY ONE):

Students may undertake **any one** of the following activities based on the academic plan of the teacher and the interests of the students:

- Prepare an Assignment, Case Study Report, Project Report, Institutional Study Report, or Book Review on any topic related to Sociology of Law.
- Deliver a Seminar Presentation on law and society, justice, legal institutions, human rights, constitutional rights, gender justice, environmental law, cyber crime, or other contemporary legal issues.
- Review and analyze judicial decisions, legal policies, constitutional provisions, law commission reports, legal aid initiatives, or documentary films related to law and justice.

Where considered academically appropriate and institutionally feasible, students may undertake any one of the following Field Visits, Institutional Studies, or Study Tours and prepare a 10–15-page report supported by field observations, interviews, case analyses, documentary evidence, and relevant photographs:

- Visit a District Court, Taluk Court, Family Court, High Court, or Lok Adalat and examine its structure, functions, and role in the administration of justice.
- Visit a Police Station and study its role in maintaining law and order, social control, crime prevention, and public safety.
- Visit a Human Rights Organization, Legal Aid Centre, Women's Protection Centre, or other legal service institution and examine its role in promoting justice and protecting individual rights.
- Undertake a Case Study on domestic violence, child rights, cyber crime, environmental law, gender justice, or any other contemporary legal issue and analyse its social implications.
- Interact with judicial officers, legal practitioners, police officials, social activists, or representatives of legal aid organizations and document their perspectives on access to justice and contemporary legal challenges.
- Undertake a Study Tour to courts, legal aid centres, human rights organizations, correctional institutions, police training centres, Lok Adalats, or other legally significant institutions relevant to the course and prepare a comprehensive Study Tour Report.

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11. Diwakar, V. D. (2014). *Sociology of Law*. Atlantic Publishers.
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13. Sathe, S. P. (2002). *Judicial Activism in India*. Oxford University Press.
14. Government of India. *The Constitution of India*.
15. National Human Rights Commission (NHRC) Reports and Publications.
16. Ministry of Law and Justice, Government of India – Reports and Publications.
17. Universal Declaration of Human Rights (UDHR), United Nations.
18. Protection of Women from Domestic Violence Act, 2005.
19. Information Technology Act, 2000.
20. National Legal Services Authority (NALSA) – Publications and Legal Awareness Materials.

Question Paper Pattern for DSC and DSE (Revised NEP Scheme)

B.A. Examination Month / Year

SOCIOLOGY

Sociology Title of the Paper

Maximum Marks = 80

Time: 03 Hours

Instructions to Candidates:

- 1) Answer all parts of question.
- 2) Answer should be Written Completely either in Kannada or in English.

PART-A

I. Answer any TEN of the following Questions in one or two Sentences each: 10 X 2 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

PART-B

II. Answer any SIX of the following Questions in five to ten Sentences each: 6 X 5 = 30

15.

16.

17.

18.

19.

20.

21.

22.

23.

PART-C

III. Answer any THREE of the following Questions in not exceeding two Pages each: 3 X 10 = 30

24.

25.

26.

27.

28.

Question Paper Pattern for SEC Paper (5th & 6th Semesters) (Revised NEP Scheme)

B.A. Examination Month / Year

SOCIOLOGY

Sociology Title of the Paper

Maximum Marks = 40

Time: 1½ Hours

Instructions to Candidates:

- 1) Answer all parts of question.
- 2) Answer should be Written Completely either in Kannada or in English.

PART-A

I. Answer any FIVE of the following Questions in one or two Sentences each:

5 X 2 = 10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

PART-B

II. Answer any FOUR of the following Questions in five to ten Sentences each:

4 X 5 = 20

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

PART-C

III. Answer any ONE of the following Questions in not exceeding two Pages each:

1 X 10 = 10

- 16.
- 17.
