

ST. PHILOMENA'S COLLEGE (AUTONOMOUS)

Affiliated to University of Mysore
Accredited by NAAC with 'B⁺⁺' Grade
Bannimantap, Mysore, Karnataka,
India-570015



DEPARTMENT OF SOCIOLOGY

**The Board of Studies in SOCIOLOGY which met on 12.08. 2024 has
approved the syllabus and pattern of examination for
Semesters V & VI for the
Academic Year 2024 onwards**

BOS COMMITTEE MEMBERS

Sl. No.	Name	Designation
1	Dr Sowmya P	Chairman
2	Dr Rekha K Jhadav	University Nominee
3	Dr Jyothi D	Member
4	Ms Rashmi Vincia	Member
5	Ms Janhavi N	Member

BA
Semester V

Course Title: Social Entrepreneurship (DSC 9)	Course Credits: 4
Course Code: SCLDSC501	L-T-P per week:
Total Contact Hours: 60	
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Pedagogy: Written Assignment/Presentation/Project / Term Papers/Seminar/Field studies

Formative Assessment		
Assessment	Assessment type	Weightage in Marks
C1 First component	Test	10
C1 Second Component	Assignment	10
C2 First Component	NGOs Visit/ Report	10
C2 Second Component	Quiz	10

Course Objectives:

1. Understand the concept of social entrepreneurship and its role in society.
2. To help to develop social entrepreneurship imagination.
3. identify and evaluate opportunities for social innovation.
4. Learn about different business models and funding strategies for social ventures.

Course outcomes:

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

1. Understand and appreciate the social organization among the tribals
2. Assess the impact of social changes on tribal social life
3. Explore the impact of state policies, development projects, and globalization on tribes.
4. Handle micro research work and communicate effectively

Core Course Content

Content of Course: DSC-SOC-9 - Social Entrepreneurship	60 Hrs
Unit 1 Fundamentals of Social Entrepreneurship	15
<p>Chapter 1 Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; and Principles: Relation between Social Change and Social Entrepreneurship</p> <p>Chapter 2 Types of Social Enterprises: Social Purpose Ventures, Nonprofit enterprises, Hybrid Models of Social Entrepreneurship</p> <p>Chapter 3: Identifying social issues: In Entrepreneurship - Business opportunities in Social entrepreneurship.</p>	
Unit 2 Establishment of Non-Profit Organizations	15
<p>Chapter 4 NGOs - Objectives and role of NGO's in Social Entrepreneurship.</p> <p>Chapter 5 NPOs - Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p> <p>Chapter 6 Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution Regulation Act (FCRA);</p>	
Unit 3 Management and Financing	15
<p>Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p>Chapter 8 Project Management: Identification of Project; Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p>Chapter 9 Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Campaigns.</p>	
Unit 4 Case Studies	15
<p>Chapter 10 Case studies of Prominent Social Entrepreneurs: Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B R Hills</p> <p>Chapters 11 & 12 Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment) / Students present their business plans for a social enterprise.</p>	

References:

1. Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press

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

Core Course Content

Course Title: Society and Tribes (DSC 10)	Course Credits: 4
Course Code:SCLDSC502	L-T-P per week:
Total Contact Hours: 60	
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Pedagogy: Written Assignment/Presentation/Project / Term Papers/Seminar/Field studies

Formative Assessment		
Assessment	Assessment type	Weightage in Marks
C1 First component	Test	10
C1 Second Component	Assignment	10
C2 First Component	Presentation	10
C2 Second Component	Quiz	10

Course Objectives:

1. To provide basic knowledge about social organization among tribals, with specific focus on Karnataka
2. To Analyze the social, cultural, and economic organization of tribal societies
3. Critically understand the implications of changes occurring
4. Undertake micro research work and communicate effectively

Course outcomes:

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

1. Understand and appreciate the social organization among the Tribals
2. Assess the impact of social changes on tribal social life
3. Explore the impact of state policies, development projects, and globalization on tribes.
4. Handle micro research work and communicate effectively

Content of Course: DSC- SOC-10: Society and Tribes	60 Hrs
Unit – 1 Concepts and Structure	15
<p>Chapter 1: Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De- Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India</p> <p>Chapter 2: Meaning of: Hadis, Rules of Marriage, Clan, Lineage, Kinship and family structure; Male-Female relations</p> <p>Chapter 3: Social system, Legal System, Political System, Economic System, Religion and Magic</p>	
Unit – 2 Changes and Developmental Issues	15
<p>Chapter 4: Social Mobility: Tribes and Caste, Tribe-Caste-Peasant Continuum, Cultural Transformation</p> <p>Chapter 5: Tribalisation, Detribalisation, Retribalisation</p> <p>Chapter 6: Tribal Development and Welfare: Approaches - Displacement and Rehabilitation Issues, Problems of Exploitation, Land Alienation, Unemployment, Tribal Justice and Modern Law</p>	
Unit – 3 Studying Tribes	15
<p>Chapter 7: Field work: Significance; Ethics of Fieldwork; Etic and Emic Perspectives</p> <p>Chapter 8: Participatory Method, Case Studies, Sample Surveys, Genealogies</p> <p>Chapter 9: Primary and secondary tools of data collection</p>	
Unit-4 Field Work	15
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report/ Group Presentations on selected Tribal communities	

References :

1. Ahuja, R 2001 Society in India, Rajat Publications, Jaipur
2. Bose, N K 1941, Hindu Mode of Tribal Absorption, Science and Culture, Vol VII Elwin, Verier. 1963. A New Deal for Tribal India.
3. Forde, G D 1979, Habitat, Economy and Society, Metuen and Co London
4. Furer-Haimerdorf, Christoph von Tribes of India: The Struggle for Survival, University of

California Press, Berkeley

5. Ghurye, G S 1963 The Scheduled Tribes, Popular Prakashan, Bombay
6. Hasnain, Nadeem 2011 Tribal India, Palace Prakashan, New Delhi Kuppuswamy 2010
7. Social Change in India, Konark Publishers Put Ltd, Delhi
8. Majumdar, R C 1962 The History and Culture of the Indian People, Vol III, Bharatiya Vidya Bhavan, Bombay
9. Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development.
10. Srinivas, M N Social, 1952, Religion and Society Among the Coorgs of South India, Oxford University Press, Delhi
11. Srinivas, M N, 1966 Change in Modern India Oxford University Press, Delhi
12. Thurston, Edgar C and K Rangachari Castes and Tribes of Southern India, Gyan Publishing House, New Delhi
13. Vidyarthi, L P and B K Rai 1985, The Tribal Culture of India, Concept Publishing Company, New Delhi.

Core Course Content

Course Title: Statistics in Sociological Research (DSC 11)	Course Credits: 4
Course Code: SCLDSC503	L-T-P per week:
Total Contact Hours: 60	
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Pedagogy: Written Assignment/Presentation/Project / Term Papers/Seminar/Field studies

Formative Assessment		
Assessment	Assessment type	Weightage in Marks
C1 First component	Test	10
C1 Second Component	Assignment	10
C2 First Component	Case Studies	10
C2 Second Component	Quiz	10

Course Objectives:

1. Introduction to sociological research and methods
2. To familiarise the students with the process of research
3. General introduction to statistical techniques for analysing socialscience data
4. Summarize data, examine relationships among variables

Course Outcomes

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

1. Use appropriate research method
2. Use appropriate statistical techniques
3. Develop critical thinking skills to interpret quantitative data in sociological contexts
4. Students will be prepared to pursue advanced sociological research

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

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

3. Babbie, Earl 2013 The Practice of Social Research, Cengage, 13th Edition

4. Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. TheFree Press, New York

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

6. Hyman. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, Mc Graw

7. Hill New York Gupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya Publishing House.
Gupta, S.C. (1985). Statistical Methods, New Delhi:
8. S.Chand and Sons.Irvine, J. I. Miles and J.Evans eds. (1979). Demystifying Statistics, London:
9. Pluto Press.Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill. Luker, Kristin
2008 Salsa Dancing into the Social Sciences, Harvard University Press, Harvard Rajaraman, V. (2004).
Fundamentals of Computers, New Delhi: Prentice Hall.
10. Shipman, Martin (1998). The Limitations of Statistics, London: Longman.
11. Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in
Sociological Investigation, Oxford University Press, New Delhi

Course Title: SEC- Public Health Consultancy	Course Credits: 3
Course Code: SOC- SEC-4	L-T-P per week: 3-0-0

Total Contact Hours: 20	
Formative Assessment Marks:20	Summative Assessment Marks:30

Formative Assessment		
Assessment Occasion	Assessment type	Weightage in Marks
C1 First component	Test-40 marks test for 90 minutes	10
C1 Second Component	Assignment	10
C2 First component (Research)		10
C2 Second (Presentation)		10
Total		40

Course Objectives:

1. Work in socially, culturally and economically diverse populations
2. Be attentive to needs of vulnerable and disadvantaged groups and be well versed with existing health systems
3. To communicate issues related to health and health maintenance effectively
4. Demonstrate qualities of leadership and mentorship

Course Outcomes:

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

1. Demonstrate adequate knowledge and skills to a wide range of public health issues
2. Develop action plan and identified public health issues
3. Conduct operational research in institutional and field settings
4. Students will showcase leadership and innovative thinking in designing and implementing public health solutions.

SEC 4 - Content of Course : Public Health Consultancy	20 Hrs
Unit – 1 Introduction	10

Chapter 1: Definition of Health, Human Behaviour; Social and Cultural Determinants of Health Chapter 2: Public Health: Meaning, Importance; Chapter 3: Social Epidemiology and Community Health	
Unit - 2 Health Communication	10
Chapter 4: Verbal Vs Non-Verbal Communication; Public Speaking; Using Audio-Visual aid in Communication; Written Communication Chapter 5: Information Education and Communication (IEC); Interpersonal Communication (IPC); Social and Behaviour Change Communication (SBCC) Chapter 6: Students have to go to the field and intensely involve themselves in the following suggested areas. (Teachers can choose or modify as per local needs:) Sanitation, Personal Hygiene, Control of Infectious Diseases, Awareness about HIV/AIDS, Anti-tobacco Campaigns, Awareness about Alcoholism, Domestic Violence, Sexual Violence Geriatrics, Maternal and Child Health, Mental Health, Motor Vehicle Accidents, Lifestyle Diseases	

References:

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

BA

Semester VI

Core Course Content

Course Title: Sociological Perspectives (DSC 12)	Course Credits: 4
Course Code: SCLDSC601	L-T-P per week:
Total Contact Hours: 60	
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Pedagogy: Written Assignment/Presentation/Project / Term Papers/Seminar/Field studies

Formative Assessment		
Assessment	Assessment type	Weightage in Marks
C1 First component	Test	10
C1 Second Component	Assignment	10
C2 First Component	Charts/ Class Room exercise	10
C2 Second Component	Quiz	10

Course Objectives:

1. To introduce major Sociological theoretical approaches
2. To introduce and use fundamental categories of theory
3. Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas
4. Apply sociological theories to contemporary social issues.

Course Outcomes

1. Appreciate the significance of major Sociological theories
2. Able to use fundamental theoretical categories
3. Understand the different nuances of concepts and terms
4. Develop critical thinking and analytical skills in the context of sociological inquiry.

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

References:

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

2. Penguin. Barnes H.E. ed. (1948). *An Introduction to the History of Sociology*, Chicago: Chicago University Press.
3. Black, Max ed. (1961). *The Social Theories of Talcott Parsons: A Critical Examination*, Carbondale: Southern Illinois University Press.
4. Coser, Lewis (1975). *Masters of Sociological Thought: Ideas in Historical and Social Context*, New York: Harcourt Brace Jovanovich. Firth, Raymond (1957). *Man and Culture: An Evaluation of the Work of Bronislaw Malinowski*, New York: Humanities Press.
5. Giddens, Anthony (2004). *In Defense of Sociology*, Cambridge: Polity Press.
6. Giddens, Anthony and J.H. Turner (1987). *Social Theory Today*, Cambridge: Polity Press. Jeffrey,
7. Alexander C. (1985). *Neofunctionalism*, London: Sage.
8. Luckmann, Thomas ed. (1978). *Phenomenology and Sociology: Selected Readings*, New York: Penguin Books.
9. Merton, R.K.(1968). *Social Theory and Social Structure*, New York: The Free press Ritzer, George ed. (2007). *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.
10. Routledge Library Edition (2004). *The Sociology of Radcliffe Brown*, London: Routledge.
11. Scott, Applel routh and Laura Desfor Edles (2008). *Classical and Contemporary Sociological Theory: Text and Readings*, California: Pine Forge Press.
13. Tucker, K.N (2002). *Classical Social Theory*, Oxford: Blackwell Publication Wiseman,
14. Boris (1998). *Introducing Lévi-Strauss*. Toronto: Totem Books.

Course Title: Sociology of Health (DSC 13)	Course Credits: 4
Course Code: SCLDSC602	L-T-P per week:
Total Contact Hours: 60	
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Pedagogy: Written Assignment/Presentation/Project / Term Papers/Seminar/Field studies

Formative Assessment		
Assessment	Assessment type	Weightage in Marks
C1 First component	Test	10
C1 Second Component	Assignment	10
C2 First Component	Field visit/ Report	10
C2 Second Component	Quiz	10

Course Objectives:

1. Understand the concept of health, illness and social conditions
2. Analyse the relationship between social factors and health status
3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health
4. Distinguish between health, well-being, illness and disease

Course Outcomes

1. Appreciate the significant relationship between society and culture
2. will be equipped with sociological insights to pursue careers in healthcare, public health, and health policy-making.
3. Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health
4. will analyze how societies construct and interpret concepts of health.

Content of Course : DSC-SOC-13: Sociology of Health	60 Hrs
Unit 1 Introduction	15
<p>Chapter 1 Sociology of Health: Meaning, Nature and Scope, Need. Sociology in Medicine and Sociology of Medicine</p> <p>Chapter 2 Origin and Development of Sociology of Health in World and India</p> <p>Chapter 3 Actors: Doctors-Nurses and Paramedical Staff-Patients: Role and relationship</p>	
Unit 2 Determinants of Health	15
<p>Chapter 4 Social Determinants: Caste, Class, Gender, Power, Social Cohesion</p> <p>Chapter 5 Cultural Determinants: Nutrition and Environment</p> <p>Chapter 6 Economic Determinants: Standard of Living, Poverty</p>	
Unit 3 Health Modals	15
<p>Chapter 7 Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model</p> <p>Chapter 8 Experiencing Illness: Physical and Mental Health</p> <p>Chapter 9 Hospital as Social Organization : Public and Private</p>	
Unit 4 Health Care Reform	15
<p>Chapter 10 Medicalisation and Pharamceuticalisation of Health</p> <p>Chapters 11 & 12 Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level/</p>	

References:

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

4. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
5. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
6. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
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8. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
9. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
10. Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.
11. Schwatz, Howard (1994).Dominant Issues in Medical Sociology, New York:
12. McGraw Hill. Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan
13. Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi

Course Title: Society in Karnataka (DSC 14)	Course Credits: 4
Course Code: SCLDSC603	L-T-P per week:
Total Contact Hours: 60	
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Pedagogy: Written Assignment/Presentation/Project / Term Papers/Seminar/Field studies

Formative Assessment		
Assessment	Assessment type	Weightage in Marks
C1 First component	Test	10
C1 Second Component	Assignment	10
C2 First Component	Field visit	10
C2 Second Component	Field work report	10

Course Objectives:

1. Enhance Sociological knowledge about the Local and Regional context of Karnataka
2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics
3. Learn about the unique cultures in Karnataka
4. Usefulness of sociological study in the contemporary society

Course Outcomes

1. Acquaint and appreciate the cultural items of Karnataka
2. Critique the social changes occurring in Karnataka
3. will critically evaluate the social implications of environmental issues in Karnataka.
4. will be equipped to pursue research and advocacy on social issues

DSC-SOC-14: Society in Karnataka	60 Hrs
Unit – 1 Features of Karnataka	15
<p>Chapter 1: Over view Karnataka’s History: Antiquity of Land</p> <p>Chapter 2: Geography and Politics: Spatial Features: Plains, Coastal and Malnad. Administrative scenario past:- Old Mysuru, Hyderabad Karnataka, Bombay Karnataka Present :- Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka</p> <p>Chapter 3: Economic Profile: Developments in Agriculture, Industry and Service Sectors</p>	
Unit - 2 Social Organization	15
<p>Chapter 4: Social Composition: Languages, Castes, Classes Tribes and Religions, as per latest Census / Sample Surveys</p> <p>Chapter 5: Education: Growth of STEM Courses, Status of Social Sciences ; Urban education: Trends and Issues</p> <p>Chapter 6: HDI and Regional Disparities</p>	
Unit – 3 Social Movements of Karnataka	15
<p>Chapter 7: Unification of Karnataka, Save Kannada and Gokak Movements</p> <p>Chapter 8: Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry</p> <p>Chapter 9: Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements</p>	
Unit-4 Studies on Karnataka Society	15
<p>Chapter 10: Contributions of M N Srinivas, S Parvathamma, Hiremallur Ishwaran</p> <p>Chapters 11 and 12: Fieldwork report on Changing Social Institutions and their Impact on Social Life</p>	

1.
References;
1. Government of Karnataka. Human Development Reports, Planning and Statistics Department,

Bangalore. Jai Prabhakar S C, Socio-Cultural Dimensions of Development in North Karnataka, CMDR Monograph Series No. – 63.

2. Panchamukhi P R. 2001. North-South Divide: Karnataka's Development Scenario, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.
3. Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Online webpage of languageindia.com. S. Thirumalai.
4. Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.
5. Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore. Nanjundappa High Commission Report

BA Semester VI

Course Title : Internship / Dissertation- SCLDSC601	
Course Credits : 2	Formative Assessment Marks : 50
Total Content Hours : 90	Summative Assessment Marks :

Internship

Internship provides an opportunity for students to engage in hands on learning. An intern is someone who is finishing training for a skilled job, especially by getting practical experience of the work involved. Internship is both educational and career development opportunity. It is essentially a short term program. Sociology internship program provides –

1. Exposure to various government departments / NGOs / private organisations engaged in different areas of society.
2. Develop the skills of empirical data collection, collation and analysis.

Some of the domain/areas available for internship are:

1. Education/Human Resource Development
2. Health
3. Nutrition, Women and Child Development
4. Environment
5. Sanitation
6. Rural Development and SDGs
7. Social Justice and Empowerment
8. Tourism
9. Urbanisation/Smart City
10. Programme Monitoring and Evaluation

General Guidelines for Internship

1. Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
2. Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
3. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours
4. A student shall select / identify an organization / agency for internship in consultation with the faculty member assigned as supervisor or Guide.
5. Principal / Head of Department will facilitate students for internship
6. The allotment of the students to a faculty for supervision shall be done by the department council

7. The Guide / Supervisor shall provide guidance to the students in securing internship and monitor the progress.
8. A minimum of 75 percent of Attendance Certificate from the organization / agency has to be produced
9. The student should submit the final internship report (90 hours of Internship) to the Guide / Head of the Department / Principal for completion of the internship.
10. At the end of internship program, the student has to submit a report detailing the activities undertaken and make a presentation

Internship Report shall consist of the following Sections.

Section: Preliminaries

Section B:Body of the Report

Section C :Reference / Annexure / Appendix

Section -A is a formal general section and shall include :

1. Title page – having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the Internship work.
2. Forward/Acknowledgement.
3. Table of content with Page Numbers.
4. List of Tables, Charts, Graphs.
5. Certificate from the candidate stating the originality of the Internship content.
6. Certificate from the Guide / Supervisor.
7. Certificate from the agency / Organization in which the study has been carried out

Section -B is formal technical section and shall include the chapterisation of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives
4. Review of literature
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendations

Section-C Shall include such information that is not included in the body of the report, but is relevant to the study

1. Reference
2. A copy of the tool of data collection
3. Additional statistical tables, Photographs, figures, maps, etc.

Technical specializations of the report :-

1. Printed and bound a minimum of 25 pages to a maximum of 50 pages, excluding the preliminary content pages and the annexure/appendix.
2. Use A4 size paper, 1 inch margins on all 4 sides; font Times New Roman 12 size, double

spaced, Same specifications apply to Kannada with Nudi/Baraha font 13.

3. Referencing in ASA/APA style, with author-data system.

e.g. for a book by Pitirim Sorokin published in 1978. Title of the book ‘Contemporary Sociological Theories’ published by Kalyani Publisher, from New Delh

a. In text referencing: (Sorokin 1978)

b. In text quoting the statement : (Sorokin 1978:236)

c. Reference :

Sorokin Pitirim 1978. *Contemporary Sociological Theories* ’ New Delhi. Kalyani Publisher,

Marks awarded for the Internship Report by Supervisor

1. Name of the Student :

2. Title of the Assignment :

Sl No	Criterion	Maximum Marks = 50	Marks Obtained
1	Conceptual Clarity about the Assignment	05	
2	Collection of data and study material	15	
3	Analysis of data and interpretation	15	
4	Presentation of the report	10	
5	Conclusions and Suggestions	05	

Signature of Supervisor

Project Dissertation

Research skills are very important for sociological analysis. Through this course in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This project course will help to :-

1. Develop the ability to conceptualize, formulate and conduct simple research projects
2. Learn to assess the research studies and findings
3. Develop the skills for library work and documentation for research
4. Develop favorable attitudes for the integration for research and theory
5. Develop logical thinking and critical analysis

General Guidelines for Dissertation

1. A students shall select the research topic in consultation with the faculty member assigned as supervisor / Guide for research work
2. Topic of the research project shall be finalized / approved in the Development council
3. The allotment of the students to a faculty for supervision shall be done by the Department council
4. The Guide/Supervisor shall provide guidance to the students to carryout research work and monitor the progress.
5. Research project may be qualitative, quantitative or combined
6. The sample size for qualitative research shall not be less than 50 respondents and minimum 10 cases if it is qualitative.
7. The student has to submit One copy of Research Dissertation to the Head of the Department / college principal on or before the last working day of the VI semester
8. The research project course will be evaluated on the basis of the presentation and report of the Dissertation (Presentation=20 Marks and Report=30 Marks)

Research Project Report shall consist of the following Sections.

- Section A: Preliminaries
Section B: Body of the Report
Section C: Reference / Annexure / Appendix

Section A is a formal general section and shall include :

1. Title page – having details as the title of the study, name of the researcher, register number, name of the guide, department/institution through which the study has been undertaken under University, and the year of the research project work.
2. Forward/Acknowledgement
3. Table of content with Page Numbers
4. List of Tables, Charts, Graphs
5. Certificate from the candidate stating the originality of the research report content.
6. Certificate from the Guide/Supervisor
7. Certificate from the agency if the study has been carried out in a particular institute

Section B is formal technical section and shall include the chaparization of the report

1. Executive summary in the form of abstract (200 words)
2. Introduction
3. Objectives /Hypothesis
4. Review of literature
5. Methodology
6. Data presentation and analysis
7. Major Findings and conclusions
8. Suggestions and recommendation

Section C Shall include such information that is not included in the body of the report, but is relevant to the study

1. Reference
2. A copy of the tool of data collection
3. Additional statistical tables; Photographs, figures, maps, etc.

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Blue print and pattern of examination
(From I Semester to VI Semester
Except SEC)

B.A. Examination Month /Year

Sociology

Title of the Paper

Instruction: Answer All Questions

I. Answer all Questions

5 X 2 = 10

1.

2.

3.

4.

5.

II.

Answer any Four Questions

A

4 X 5 = 20

6.

7.

8.

9.

10.

11.

III. Answer any Three Questions

3X 10 = 30

12.

13.

14.

15.

16.