



ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ, ಭಾರತ

(ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 1976ರ ಅಡಿಯಲ್ಲಿ 10-09-1980 ರಂದು ಸ್ಥಾಪಿಸಲಾದ ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು 2000ರ ಅಧಿನಿಯಮದ ಅಡಿಯಲ್ಲಿ ಬದಲಾಯಿಸಿದಂತೆ)

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ವಿದ್ಯಾಮಂಡಲ



ಕ್ರ.ಸಂ.ಗುವಿಕೆ/ವಿಮವಿ/ಬಿಬಿಎಸ್/2023-24/ 312

ದಿನಾಂಕ: 4/11/2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಸಮಾಜಶಾಸ್ತ್ರ ವಿಷಯದ ಐದನೇ ಹಾಗೂ ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮ ಅನುಮೋದಿಸಿ 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:1. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ, ಇಡಿ 104 ಯುಎನ್‌ಇ 2023 ಬೆಂಗಳೂರು, ದಿನಾಂಕ:20.07.2023
 2. ಸಮಾಜಶಾಸ್ತ್ರ ವಿಷಯದ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 20.09.2023.
 3. ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯಗಳ ಸಮೀತಿ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 25.09.2023.
 4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:

ಸರ್ಕಾರದ ನಿರ್ದೇಶನದಂತೆ, 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಪ್ರಸಕ್ತ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿರುವ ಸ್ನಾತಕ ಪದವಿ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೊಳಿಸಬೇಕಾಗಿರುವ ಪ್ರಯುಕ್ತ ಸಮಾಜಶಾಸ್ತ್ರ ವಿಷಯದ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಶಿಫಾರಸ್ಸು ಮಾಡಿರುವುದರಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಒಪ್ಪಿಗೆ ಪಡೆದಿರುವಂತೆ, ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಸ್ತುತ ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಸಮಾಜಶಾಸ್ತ್ರ ವಿಷಯದ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ. ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ www.gug.ac.in ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು 02.11.23
ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

ಗೆ,

1. ಮುಖ್ಯಸ್ಥರು, ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.
2. ಎಲ್ಲಾ ಪದವಿ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ.

ಪ್ರತಿಗಳು:

1. ಡೀನ್‌ರು, ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
2. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
3. ನಿರ್ದೇಶಕರು, ಪಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
4. ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
5. ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗು.ವಿ. ಕಲಬುರಗಿ
6. ಸಂಯೋಜಕರು, ಟಾಸ್ಕ್‌ಫೋರ್ಸ್ ಸಮಿತಿ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
7. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಆಡಳಿತ, ವಿದ್ಯಾಮಂಡಲ, ಪರೀಕ್ಷಾ, ಅಭಿವೃದ್ಧಿ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
8. ಮುಖ್ಯಸ್ಥರು, ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ. ಕಲಬುರಗಿ ರವರಿಗೆ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪೋರ್ಟಲ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಸೂಚಿಸಲಾಗಿದೆ.
9. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, UUCMS, ಗು.ವಿ.ಕಲಬುರಗಿ ಇವರ ಮಾಹಿತಿಗಾಗಿ
10. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.


GULBARGA UNIVERSITY
KALABURAGI

NATIONAL EDUCATION POLICY – 2020

SOCIOLOGY SYLLABUS (UG)
V AND VI SEMESTER

**BACHELORS OF ARTS (BASIC/HONS.) IN SOCIOLOGY / MASTER OF
ARTS IN SOCIOLOGY**
WITH EFFECT FROM 2023-24 ONWARDS

**DEPARTMENT OF STUDIES AND RESEARCH IN SOCIOLOGY,
GULBARGA UNIVERSITY, KALABURAGI**

DEPARTMENT OF STUDIES AND RESEARCH IN SOCIOLOGY

NEP PROGRAMME STRUCTURE FOR UNDERGRADUATE PROGRAMME V AND VI - UG SOCIOLOGY

Title	Title of papers	Credits	Hours per Semester	Theory Marks (60 Marks)	Internal assessment / formative assessment = (40 Marks)				Total
					Test	Assignment	Seminar	Field works classroom exercise	
V Semester									
SOCC9	Social Entrepreneurship	4	4	60	10	10	10	10	100
SOCC10	Society and Tribes	4	4	60	10	10	10	10	100
SOCC11	Statistics for Sociological Research	4	4	60	10	10	10	10	100
SEC-4	Employability Skills/Cyber Security	2	2						50 (40+10)
VI Semester									
SOCC12	Sociological Perspectives	4	4	60	10	10	10	10	100
SOCC13	Sociology of Health	4	4	60	10	10	10	10	100
SOC C14	Society in Karnataka	4	4	60	10	10	10	10	100
	Internship	2	2						50 (40+10)

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

Curriculum Structure for the Undergraduate Degree Program BA

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

Name of the Degree Program: B.A

Discipline/Subject: Sociology

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

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

Course: DSC SOC C11 - Statistics in Sociological Research		Course: DSC SOC C12 - Sociological Perspectives	

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

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

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

Program Articulation Matrix:

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

Objectives of Courses:

Sem		Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy# #	Assessment\$
5	DSC - SOC C9	Social Entrepreneurship	1. To provide knowledge about social entrepreneurship 2. To help to develop social entrepreneurship imagination	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills

			3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organisation			
DSC - SOC C10	Tribal Society	<p>1. To provide basic knowledge about social organisation among tribals</p> <p>2. Critically understand the implications of changes occurring</p> <p>3. Undertake micro research work and communicate effectively</p>	B A 2nd year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered	
DSC - SOC C11	Statistics in Sociological Research	<p>1. General introduction to statistical techniques for analysing social science data</p> <p>2. To compute these basic statistics as appropriate for the data at hand</p> <p>3. Learn techniques for summarizing data, examining relationships among variables, generalizing from samples to populations, and testing statistical hypotheses</p>	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess problem solving capability	

	DSC - SOC C12	Sociological Perspectives	<ol style="list-style-type: none"> 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 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
6	DSC - SOC C13	Sociology of Health	<ol style="list-style-type: none"> 1. Understand the concept of health, illness and social conditions 2. Analyse the relationship between social factors and health status 3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

DSC - SOC C14	Society in Karnataka	<ol style="list-style-type: none"> 1. Enhance Sociological knowledge about the Local and Regional context of Karnataka 2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics 3. Learn about the unique cultures in Karnataka 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
DSC - SOC C15	Education and Knowledge Society	<ol style="list-style-type: none"> 1. Understand the role of education in building a society and enabling its development 2. Appreciate the role of education in perpetuating the existing system of norms and values 3. Appraise educational policies and programs 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
DSC - SOC C16	Modern Sociological Theories	<ol style="list-style-type: none"> 1. Develop critical thinking and analytical ability to interpret the social scenario around 2. Acquaint the theoretical relevance in understanding social structure and change 	B A 2nd year Courses	Lectures and Discussions	Blended learning

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 9:

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

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

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

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

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

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

DSC SOC C9 -Content of Course : Social Entrepreneurship	60 Hrs
Unit 1 Fundamentals of Social Entrepreneurship	15
<p>Chapter 1 Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relation between Social Change and Social Entrepreneurship</p> <p>Chapter 2 Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Enterprising Nonprofits, Hybrid Models of Social Entrepreneurship</p> <p>Chapter 3 Identifying social business opportunities</p>	
Unit 2 Establishment of Non-Profit Organisations	15
<p>Chapter 4 Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit organisations (NPOs)</p> <p>Chapter 5 Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs</p> <p>Chapter 6 Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p>	
Unit 3 Management and Financing	15
<p>Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p>Chapter 8 Project Management: Definition of Concept; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p>Chapter 9 Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>	
Unit 4 Case Studies	15
<p>Chapter 10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B R Hills</p> <p>Chapters 11 & 12 Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)</p>	

Suggested Internet Resources

Unit 1

[https://www.un.org/development/desa/youth/wp-](https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf)

[content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf](https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf)

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

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

https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf

https://business.expertjournals.com/ark:/16759/EJBM_710mthembu147-177.pdf

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

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

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

[https://www.albany.edu/faculty/miesing/teaching/socent/3 Recognizing Social Opportunities.pdf](https://www.albany.edu/faculty/miesing/teaching/socent/3_Opportunities.pdf)

Unit 2

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

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

Unit 3

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

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

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

http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf

Reference Books

- Bornstein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press
- Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California
- Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons
- Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins
- Durieux, Mark B. And R A Stebbins 2010, Social Entrepreneurship for Dummies, Wiley Publishing Inc., New Jersey
- Hoggard, S 2005 The Business Idea, Springer, Berlin
- Lynch, Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner's Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California
- Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi
- Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi
- Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press
- Praszkier, Ryszard and Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi
- Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited
- Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer
- Sharma, Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India, Delhi
- Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India, Sage
- Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London

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

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 10:

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

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

1. Understand and appreciate the social organisation among the tribals

2. Assess the impact of social changes on tribal social life
3. Handle micro research work and communicate effectively

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

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

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

DSC SOC C10 - Content of Course : Society and Tribes	60 Hrs
Unit – 1 Concepts and Categories	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, Consanguinity and Affinity; Male-Female relations</p> <p>Chapter 3: Social System, Legal System, Political System, Economic System, Religion and Magic</p>	
Unit – 2 Changes and Development Issues	15
<p>Chapter 4: Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation</p> <p>Chapter 5: Tribalisation, Detribalisation, Retribalisation</p> <p>Chapter 6: Tribal Development and Welfare: Approaches - Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law</p>	
Unit – 3 Studying Tribes	15

Chapter 7: Tradition of Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives Chapter 8: Sources of Data: Primary and Secondary Chapter 9: Participatory Method, Case Studies, Sample Surveys, Genealogies	
Unit-4 Field Work	15
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report	

Reference Books

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

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 11:

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

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

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

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

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

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

DSC SOC C11 - Content of Course : Statistics in Sociological Research	60 Hrs
Unit 1 Sociological Research	15
Chapter 1 Meaning of Science, Social Science, Research, Research Design Chapter 2 Steps for Conducting Research: Choosing Research Topic, Literature Review, Sources of Data (Primary, Secondary) Chapter 3 Meaning of - Concept, Assumption, Hypothesis; Formulating a Hypothesis; Independent Variable, Dependent Variable; Drawing Conclusion	

Unit 2 Methods of Sociological Research	15
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Chapter 4 Qualitative and Quantitative Methods: Meaning, Differences Chapter 5 Survey Methods: Sampling, Questionnaire, Interview Chapter 6 Observation: Participant, Nonparticipant Observation	
Unit 3 Social Statistics	15
Chapter 7 What is Social Statistics? Need for Studying Social Statistics Chapter 8 Definition of - Population, Sample, Count, Fractions, Constant, Variable; Types of Statistics: Descriptive Statistics, Inferential Statistics Chapter 9 Meaning of Frequency Distribution; Construction of Frequency Tables; Diagrammatic and Graphical Representation of Grouped Data: Advantages; Types: Pie Charts, Bar Charts, Histograms, Frequency Curve	
Unit -4 Methods of Statistical Measurement	15
Chapter 10 Measures of Central Tendency: Merits, Demerits; Arithmetic Mean: Merits, Demerits; Median and Mode- Merits, Demerits Chapter 11 Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation Chapter 12 Correlation: Pearson's Correlation, Rank Correlation	

Reference Books

- Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in Statistical Computing for the Social Scientist, New York: John Wiley and Sons.
- Babbie, Earl 2013 The Practice of Social Research, Cengage, 13th Edition
- Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York
- Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin Hyman.
- Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, McGraw Hill New York
- Gupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya Publishing House.
- Gupta, S.C. (1985). Statistical Methods, New Delhi: S.Chand and Sons.
- Irvine, J. I. Miles and J.Evans eds. (1979). Demystifying Statistics, London: Pluto Press.

Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill.
 Luker, Kristin 2008 Salsa Dancing into the Social Sciences, Harvard University Press, Harvard
 Rajaraman, V. (2004). Fundamentals of Computers, New Delhi: Prentice Hall.
 Shipman, Martin (1998). The Limitations of Statistics, London: Longman.
 Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 12:

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

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

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

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

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

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

DSC SOC C12 - Content of Course : Sociological Perspectives	60 Hrs
Unit 1 Basics of Theory	15
<p>Chapter 1 Theory: Meaning and Features. Meaning of 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 of - 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 of: 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
Chapter 7 Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony Chapter 8 Process of Social Conflict and Social Change; Chapter 9 Functions of Social Conflict	
Unit 4 Symbolic Interaction Perspective	15
Chapter 10 Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation Chapter 11 Importance of Meaning; Definition of Situation Chapter 12 Dramaturgy and Everyday Life	

Reference Books

- Aron, Raymond (1991). *Main Currents in Sociological Thought (Vol.1)*, London: Penguin.
- Barnes H.E. ed. (1948). *An Introduction to the History of Sociology*, Chicago: Chicago University Press.
- Black, Max ed. (1961). *The Social Theories of Talcott Parsons: A Critical Examination*, Carbondale: Southern Illinois University Press.
- 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.
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- Giddens, Anthony and J.H. Turner (1987). *Social Theory Today*, Cambridge: Polity Press.
- Jeffrey, Alexander C. (1985). *Neofunctionalism*, London: Sage.
- Luckmann, Thomas ed. (1978). *Phenomenology and Sociology: Selected Readings*, New York: Penguin Books.
- Merton, R.K. (1968). *Social Theory and Social Structure*, New York: The Free Press.
- Ritzer, George ed. (2007). *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.
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- Scott, Appellrouth and Laura Desfor Edles (2008). *Classical and Contemporary Sociological Theory: Text and Readings*, California: Pine Forge Press.
- Tucker, K.N (2002). *Classical Social Theory*, Oxford: Blackwell Publication

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

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

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

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