



# ಬಾಗಲಕೋಟೆ ವಿಶ್ವವಿದ್ಯಾಲಯ

(ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ವಿಶ್ವವಿದ್ಯಾಲಯ)

## Bagalkot University

(A State Public University of Govt. of Karnataka)

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### PROGRAM /COURSE STRUCTURE AND SYLLABUS Of

### Sociology

### IV SEMESTER

### BACHELOR OF ARTS (Sociology)

As Per NEP – 2020 and Adapted from RCU Belagavi  
Applicable from the Academic Year 2024-25

# **B. A. SOCIOLOGY SYLLABUS**

## **Sociology Curriculum**

**Name of the Degree Program: BA**

**Discipline Core: Sociology**

**Year of implementation: 2021-22**

### **Program Objectives:**

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

**Prepare the students for their research dissertation.**

### **Program Outcomes:**

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

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyze data, make conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skillfully Participate in Research Groups and market Research Firms
6. Serve in Development Agencies, Government Departments and Projects
7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician
8. Transfer Skills as a Teacher, Facilitator of Community Development
9. Competent to make a difference in the community

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

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

**\*Pedagogy:**

**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**

- Experiential learning (activity- based learning)
- Micro projects Activity based learning
- Role Play Group discussion Micro projects

**Assessment:**

**Every course needs to include assessment for higher order thinking skills (Applying/ Analyzing/ Evaluating/ Creating).**

- Oral or written presentations to assess analysing capability, creativity and communication skills
- Presentation of micro projects Questions asked and answered
- Ability to analyze a social situation within the framework of theory Assess the relevance of a theory in contemporary terms

**\*For the Activities please refer the following the Books**

- Johnston, Josee and others 2017, *Introducing Sociology: Using the Stuff of Everyday Life*, Routledge, London
- McKinney, Kathleen and Barbara S Heys (Eds) 2009, *Sociology Through Active Learning*, 2<sup>nd</sup> Edition, Pine Forge Press, New Delhi
- White, Shelley K and others (Eds) 2015, *Sociologists in Action on Inequalities*, Sage, New Delhi

**Suggested Activities**

- Students can be encouraged to prepare a profile on Health status of Indian Population
- Group Discussion can be conducted on Health disparities in terms of Gender, Class, Caste, Religion and Age.
- Group Discussion can be conducted on importance of Health care in Families.
- Students can be encouraged to present seminar on determinants of Health.
- Students can be encouraged to prepare a list and write a Report on the health problems/conditions of students of their own college/locality /village
- Students can be encouraged to present seminar on commercialization of Health care in India.
- Student can be asked to prepare a list of rural Health programmes and to conduct a survey on the utilization of those programmes by conducting interview.
- Preparing a list of NGO's and the other voluntary organization involved in health care of aged/children/women/persons with disability.
- Students can be asked prepare the list of indigenous medicines used in their family/locality/community/village
- Students can be assigned to list out and explained to hygiene practices in home/institution/colleges/public places

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

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

## Semester IV

## Title of the Course:

DSE 7 Sociology of Marginalized Groups Course code : 126BAB04SOCDSC07T		DSE 8 Population and Society Course code : 126BAB04SOCDSC08T	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

DSE 7 Sociology of Marginalized Groups Course code : 126BAB04SOCDSC07T	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 2 hours	

## Course Outcomes:

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

1. Have knowledge of Marginalization and Marginalized groups in India
2. Understand the impact of powerlessness in social life
3. Have knowledge of inequalities on the basis of cast, class and gender.
4. Ability to participate and critically view efforts undertaken to address inequalities
5. Know the constitutional provisions for the marginalized groups.
6. Consciousness about social reality characterized by marginalization.
7. Knowledge of social protests organized by the marginalized sections against injustices meted out to them.

DSE 7: Sociology of Marginalized Groups	42 Hrs
<b>Unit - 1 Introduction</b>	<b>16</b>
<b>Chapter No. 1.</b> Marginalization: Meaning and Nature; Types of Marginalization: Social, Political, Economic; Relationship between Marginalization and Social Exclusion	
<b>Chapter No.2.</b> Causes of Marginalization; Marginalized Groups: Caste, Gender, People with Disabilities, Ethnic Minority, Tribes and Elderly	
<b>Chapter No.3.</b> Socio-economic Indices of Marginalization: Poverty, Relative Deprivation, Exploitation, Discrimination, Educational Backwardness, Inequality and Untouchability	
<b>Unit - 2 Marginalization and Affirmative Action</b>	<b>13</b>
<b>Chapter No. 4.</b> Views of Dr B R Ambedkar and Affirmative Principle in the Constitution of India (Constitutional Provisions)	
<b>Chapter No.5.</b> Scheduled Castes, Scheduled Tribes and Status of	

Women in these groups <b>Chapter No.6.</b> Status of Landless Agricultural Labourers, Transgenders, LGBTQ	
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<b>Unit – 3 Social Change and Marginalized Groups</b>	<b>13</b>
<b>Chapter No.7.</b> Social Mobility among Marginalized Groups: Education, Employment, Political Participation, Conversion, Migration	
<b>Chapter No.8.</b> Challenges of Privatization and Response by Marginalized Groups	
<b>Chapter No.9.</b> Social Justice in the context of Globalization	

### Suggested Internet Resources

#### Unit 1

<https://medium.com/@jacobthanni/theories-and-practices-of-exclusion-1-43904f64e26b>  
<https://journals.sagepub.com/doi/full/10.1177/2158244012471957> Sociology of Social Exclusion  
<https://www.researchgate.net/figure/Underlying-causes-of-marginalization-and-its-manifestations-fig1-254229902>  
<https://elliott.gwu.edu/sites/g/files/zaxdzs2141/f/World%20Fair%20Trade%20Organization.pdf>  
<https://www.poverty.ac.uk/sites/default/files/attachments/Relative%20Deprivation%20Theory%20David%20Gordon%2015th.pdf>  
<https://old.amu.ac.in/emp/studym/100018864.4.pdf> Socioeconomic Indicators of Marginalised Communities

#### Unit 2

<https://www.researchgate.net/publication/312495996> Dr BR Ambedkar and his interpretations on Social Exclusion as a Historian  
<https://www.legalserviceindia.com/legal/article-3825-ambedkar-s-idea-of-social-justice-some-relections.html>  
<https://www.ijser.org/paper/Ambedkars-Notion-of-Social-Justice-A-Different-Perspective.html>  
<https://www.downtoearth.org.in/blog/toolkit/providing-the-poorest-landless-agricultural-labourers-with-farm-tools-can-ameliorate-their-lot-77919>

#### Unit 3

<https://www.orfonline.org/research/social-mobility-in-india-63480/>  
<https://www.livemint.com/Opinion/DwEs4I3fddUBwBViuxMNZI/Can-Dalit-capitalism-be-a-vehicle-for-social-mobility-in-Ind.html>  
[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms\\_371208.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/genericdocument/wcms_371208.pdf)  
<https://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf>  
<https://www.jstor.org/stable/40204335> Emergent India: Globalisation, Democracy and Social Justice  
<https://clpr.org.in/wp-content/uploads/2019/09/Bangalore-Initiative.pdf>  
<https://www.researchgate.net/publication/323028143> Impact of Privatization on Access to Higher Education Among Social and Income Groups in India  
<http://research.economics.unsw.edu.au/scho/WEE/papers/Ashwini%20Deshpande1.pdf>  
<https://www.india-seminar.com/2005/549/549%20sukhadeo%20thorat.htm>  
[https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/iveyr/10th/volume2/v2\\_ch4\\_1.pdf](https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/iveyr/10th/volume2/v2_ch4_1.pdf)

### Reference Books

- Beteille, Andre 19922, The Backward Classes in Contemporary India, Oxford University Press,

Delhi

- Charley, S R and G K Karanth 1998 (Eds) Challenging Untouchability, Sage India, Delhi
- Gore, M S 1993 The Social Context of an Ideology: Ambedkar's Political and Social Thought, Sage, New Delhi
- Judge, Paramjit S (Ed) 2013 Towards Sociology of Dalits, Sage, New Delhi  
Gupta, Dipankar 1991, Social Stratification, Oxford University Press, Delhi
- Jodhka, Surnider S, 2018, Caste in Contemporary India, 2<sup>nd</sup> Edition, Routledge, London  
Omvedt, Gail 2013 Dalits and the Democratic Revolution, Sage, New Delhi
- Thorat, Sukhdeo 2009 Dalits in India, Sage, New Delhi
- Thorat, Sukhdeo and Katherine Newman 2009 Blocked by Caste: Economic Discrimination in Modern India, Oxford University Press, New Delhi

**Suggested Activities:****Unit-1**

- Students can judge the society by class interaction, why marginalization brings inequalities. They can understand the process where something or someone is pushed to the edge of a group.
- Students can prepare the notes about the marginalized groups like women and girls, rural dwellers, minorities, people with disabilities, migrants, LGBT, Refugees etc.
- Students can find out the various reasons of marginalization like Gender, religion or ethnicity, less representation in political activities etc.
- Arrange discussions about Deprivation, Exploitation, Discrimination, Untouchability. Students can openly express their views regarding these.
- List out the measures to overcome different types of marginalization in present situation.

**Unit-2**

- After knowing the role of Dr B.R. Ambedkar for the upliftment of marginalized through constitutional safeguards and provisions, have discussions on access to opportunities in society closer to the ideal equalities to everyone.
- Encourage the students to use affirmative actions in day today life. It helps them to develop positive personality. Ask them to list out the experiences.
- Conduct the discussions on marginalized groups like scheduled caste and scheduled tribes and women. Ask them to give suggestions.
- Encourage the students to conduct surveys about beneficiaries of government policies and programs among marginalized.

**Unit-3**

- Students can list out the opportunities provided by Government and analyze why marginalized groups unable to utilize the opportunities.
- Make report on role of education and migration among marginalized groups and to explain the positive and negative impact of migration,
- Collect the information regarding responses among marginalized groups, how privatization brings income inequality and larger privatization correlates with lower individual income.
- Encourage the students for discussion on how globalization helps to bring social justice. These groups make use of equal facilities to uplift their position in society with equal

social justices. Students should be asked to gather information about the current socio economic status of marginalized people and suggest some welfare programs to the local authorities.

- Students can be encouraged to educate the marginalized communities about their rights and remedies as per constitution of India.
- Students can be asked to participate in outreach programs conducted by various educational and NGO's for poor and marginalized group of people by visiting Hospitals, Old age Homes, and Orphanages.

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

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

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



## Semester IV

<b>DSE 8</b>	
<b>Population and Society</b>	<b>Course code : 126BAB04SOCDSC08T</b>
<b>Total Contact Hours: 42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60</b>
<b>Duration of ESA/Exam: 2 hours</b>	

**Course Outcomes:**

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

1. Students can understand the concept of population, Density of population, Distribution of population, they come to realize how the population play important role in society.
2. Understand the dynamics of population from sociological perspectives
3. Understand problems around India's population
4. Able to demonstrate knowledge and understand the factors which influence fertility, Mortality, migration and its consequences.
5. Critically analyze population policies of India

<b>DSE 8: Population and Society</b>	<b>42 Hrs</b>
<b>Unit - 1 Introduction</b>	<b>14</b>
<b>Chapter No. 1.</b> Relationship between society and population.	
<b>Chapter No.2.</b> Global Population Trends: Fertility, Mortality and Migration; Power of Doubling; Demographic Profile of India and different states	
<b>Chapter No.3.</b> Age and Sex Structure: Defining Age and Sex, Sex Ratio and Sex Ratio at Birth; Socio-economic Impact of Age and Sex Structure; Demographic Dividend	
<b>Unit - 2 Sources of Demographic Data</b>	<b>14</b>
<b>Chapter No. 4.</b> Population Census: Uses and Limitations; Indian Censuses	
<b>Chapter No.5.</b> Vital Registration System	
<b>Chapter No.6.</b> National Sample Survey; Sample Registration System; National Family Health Surveys (NFHS)	
<b>Unit - 3 Population Theories and Policy</b>	<b>14</b>
<b>Chapter No.7.</b> Population Theories: Malthusian Theory, Optimum Theory of Population and Demographic Transition Theory	
<b>Chapter No.8.</b> Population Policy: Millennium Development Goals(MDG), Sustainable Development Goals(SDG)	
<b>Chapter No.9.;</b> Population Policy of India; Programmes and their Evaluation	

## Suggested Internet Resources

**Unit 1**

<https://www.nap.edu/read/9543/chapter/6>  
[https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_science\\_students/population\\_development.pdf](https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/population_development.pdf)  
<https://courses.lumenlearning.com/boundless-sociology/chapter/population-growth/>  
<https://www.un.org/en/global-issues/population>  
<https://ourworldindata.org/world-population-growth> <https://zenodo.org/record/1131471#YgrjuS8RqTc>  
 Power of Doubling

**Unit 2**

<https://www.sociologydiscussion.com/demography/3-main-sources-of-demographic-data- in-india/3054>  
<http://www.demographie.net/demographicdata/>  
[https://unstats.un.org/unsd/demog/docs/symposium\\_03.htm](https://unstats.un.org/unsd/demog/docs/symposium_03.htm) <https://censusindia.gov.in>

**Unit 3**

<https://courses.lumenlearning.com/alamo-sociology/chapter/reading-demographic-theories/>  
 Lutz, Wolfgang. "A Population Policy Rationale for the Twenty-First Century." Population and Development Review, vol. 40, no. 3, Population Council, 2014, pp. 527-44, <http://www.jstor.org/stable/24027903>  
<https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/population-policy>  
[https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015\\_Highlights.pdf](https://www.un.org/en/development/desa/population/publications/pdf/policy/WPP2015/WPP2015_Highlights.pdf)  
[https://www.cairn-int.info/article-E\\_ETU\\_4175\\_0441--the-role-of-population-policies.htm](https://www.cairn-int.info/article-E_ETU_4175_0441--the-role-of-population-policies.htm)

**Text Books**

- Agarwal, S.N. (1989) Population Studies with Special Reference to India. New Delhi, Lok Surjeet Publication.
- Bhende, A. A., and Kanitkar, T. (2019) Principles of population studies. Bombay, Himalaya Pub.House.
- Bogue, D. J. (1969) Principles of demography. New York: Wiley.
- Bose, Ashish (1991) Demographic Diversity in India, B.R. Publishing Corporation Delhi
- Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology, B.R. Publishing Corporation. Delhi.
- Census of India Report, GOI, New Delhi.
- Kingsley Davis. (1951) The Population of India and Pakistan. Princeton, N. J.: Princeton Univ. Press.
- Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
- Ram Ahuja. (1992) Social problems in India. Jaipur, Rawat Publications.
- Visaria, Pravin and Visaria, Leela. 2003. 'India's Population: Its Growth and Key Characteristics', in Das, V. ed. The Oxford India Companion to Sociology and Social Anthropology. Oxford University Press. Delhi.

**Suggested Activities:****UNIT-1**

- Encourage the students to prepare the note about global population. They can able to understand the fertility differences in various countries.
- Arrange the group discussion influence on mortality rate, postponement of death etc
- Inform the students to list out the causes of migration, types of migration and its consequences.

- Explain the students about age, sex structure of a population, how the number of females and male in different age groups. Through this they can understand the population pyramid and projection
- Students can able to understand the distribution of people in various age groups. How the age and sex structure influence of growth of population. They know how policy makers can prepare the population trends at the time of policy making.

**UNIT-2**

- Encourage the students to discuss about the advantages of census, how the statically analysis, how it helps to policy makers to adopt policy about child-wellbeing, health, safety, family and community and development.
- Students can be made an effort to collect information regarding National Sample Survey, how to do this survey , Advantages and Disadvantages of this Survey, MSSO conducts nationwide Sample Survey.
- Students can discuss about NSSO and it's functions like- Socio-economic Statistical Data, Employment and Unemployment, condition, Domestic tourism, Drinking Water, Sanitation, Social Consumption, Health, Domestic Tourism etc., that helps to get good knowledge about Population Survey.
- NFHS Survey regarding large scale multi-round survey, house-hold survey can be collected and analyzed.
- A report can be prepared by students about the National Family Health Survey and it's importance to understand it's necessity in the society.

**Unit-3**

- Students can be encouraged to understand various theories regarding population. Try to know importance of Malthusian theory in the development of population in society.
- A discussion can be conducted on optimum theory, how it helps to improve the knowledge, skill, capital equipment etc. in production, these all increases the knowledge of students regarding optimum theory.
- An exercise can be conducted among students to do survey in their locality, to collect the information regarding adoption of family planning policy.
- Drama or Role play can be conducted by students about the problems of over population, adoption of family planning, attitude towards the government policies and programmes.
- A discussion/Assignment can be given to collect the information regarding national and International agencies in population policy, how they have controlling mechanisms to control population in their countries.
- Students can be encouraged to share their views on world population conferences. How conferences provides information and knowledge about population policies etc.
- Encourage the students to visit villages and communities to collect the information regarding population policies of government and programmes and facilities for adoption of policies. Bring awareness about population controlling among illiterates.

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

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

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

EXAMINATION PATTERN	
PAPERS	QUESTION PAPER PATTERN
<b>Theory Paper - 60 Marks</b>	<ul style="list-style-type: none"> <li>❖ Theory Paper has Three Parts.</li> <li>➤ Part - A <math>5 \times 2 = 10</math></li> <li>➤ Part - B <math>4 \times 5 = 20</math></li> <li>➤ Part - C <math>3 \times 10 = 30</math></li> </ul>
<b>Internal Assessment - 40 Marks</b>	<ul style="list-style-type: none"> <li>❖ Two Internal Assessment Tests 20 Marks (10 Marks each)</li> </ul>
	<p><b>Suggested Activities (20 Marks)</b></p> <ul style="list-style-type: none"> <li>❖ Seminars; Group Discussions, Assignment</li> <li>❖ Field Work, Micro Project, role play Written/Oral Presentation, etc.</li> </ul>
<b>Duration of the Theory Paper</b>	<ul style="list-style-type: none"> <li>❖ Two (02) Hours</li> </ul>

**Question Paper Pattern**  
**SOCIOLOGY**  
**NEP-2020**

**B.A. Degree Examination (Regular)**

**Paper: \_\_\_\_\_**

**Time: 2 Hours**

**Max. Marks: 60**

**Instruction: 1) Answer All the Section**

**Part-A**

**Answer Any Five of the Following**

**5×2=10**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Part-B**

**Answer Any Four of the Following**

**4×5=20**

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

**Part-C**

**Answer Any Three of the Following**

**3×10=30**

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_