



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM (As per SEP)

Syllabus for Sociology (I to IV Semester)

2025-26

**Bangalore City University
Department of Sociology**

**Proceedings of the Board of Studies (UG) in Sociology held on 23-06-2025 in the
Department of Sociology, Bangalore University, Bengaluru.**

Members Present:

1. Prof.R.Rajesh, Chairman, Department of Sociology, Bangalore University, Bangalore.
2. Dr. Veena.K.R, GFGC, Malleshwaram, Bengaluru – Member
3. Dr. Shashikala.S , GFGC, Yelahanka, Bengaluru– Member
4. Dr.Shashikala.T, Government Arts College, Bengaluru- Member
5. Dr. Nagendra .M.P, Government Arts College, Bangalore.- Member
6. Dr.Srinivasa.T, Government Arts College, Bengaluru- Member
7. Dr.Anupama.S, MES College for Arts, Commerce and Science, Bengaluru – Member

Member Absent :

1. Dr.Rajeshwari.A - Maharani's Arts, Commerce & Management College for Women, Bengaluru – Member
2. Dr.Mahesh.A.R, Maharani's Arts, Commerce & Management College for Women, Bengaluru – Member
3. Dr. Deepa.S.V, GFGC, Yelahanka, Bengaluru– Member
4. Dr. Akshatha Paranjyothi Kumar, GFGC, Kanakapura – External Member

The Chairman welcomed the members and briefed about the need of scrutiny and approval of the syllabi according to the current structure of State Education Policy for all semesters at B.A Level and 3 majors and other issues as per the agenda. The final physical meeting was convened to finalized the papers as per the structure. In addition, opinions, suggestions were also sought from the other teaching faculty while preparing this syllabus. Following items were discussed and resolved.

Agenda and Resolution:

1. The Board resolved to approve the Panel of Examiners (UG) for the year 2025-2026 onwards.
2. The Board approved the New syllabus, Marks Structure and Question paper pattern from First Semester to ~~Four~~ Semesters.
3. The new syllabus for the following papers were approved.

K. R. [Signature]
Shash
Anupama.S

S. Shashi Kala
[Signature]
Nagendra

[Signature]
Prof. R RAJESH Ph.D.,
Professor & Chairman,
Department of Sociology
Jnana Bharathi
Bengaluru - 560056



BENGALURU CITY UNIVERSITY
DEPARTMENT OF SOCIOLOGY
SEP Syllabus-2025-26 Onwards

BA 1st Semester - DSC 1

Course Title: Understanding Society: Concepts & Debates in Sociology	
ಸಮಾಜವನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು: ಸಮಾಜಶಾಸ್ತ್ರದಲ್ಲಿ ಪರಿಕಲ್ಪನೆಗಳು ಮತ್ತು ಚರ್ಚೆಗಳು	
Course Code: DCSO111	
Total Contact Hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hours : 05 hrs/Per week

BA 2nd Semester - DSC 2

Course Title: Rural Society in India	
ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಸಮಾಜ	
Course Code: DCSO211	
Total Contact Hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hours : 05 hrs/Per week

BA 3rd Semester - DSC 3

Course Title: Sociology of Social Entrepreneurship	
ಸಾಮಾಜಿಕ ಉದ್ಯಮಶೀಲತೆಯ ಸಮಾಜಶಾಸ್ತ್ರ	
Course Code: DCSO311	
Total Contact Hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hours : 05 hrs/Per week

BA 3rd Semester (Elective) - E1

Course Title: Society through Gender Lens	
or	
Public Sociology: Making Knowledge Work for Society	
Total Contact Hours: 32	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 1.5 hours	Teaching Hours : 02 hrs/Per week

BA 4th Semester - DSC 4

Course Title: Sociology of Social Service Organization & Management	
ಸಮಾಜ ಸೇವಾ ಸಂಸ್ಥೆ ಮತ್ತು ನಿರ್ವಹಣೆಯ ಸಮಾಜಶಾಸ್ತ್ರ	
Course Code: DCSO411	
Total Contact Hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hours : 05 hrs/Per week

BA 4th Semester (Elective) - E2

Course Title: Sociology of Tourism and Management	
or	
Socio-Legal Literacy & Citizenship	
Total Contact Hours: 32	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 1.5 hours	Teaching Hours : 02 hrs/Per week

UG Curriculum Structure with Sociology as Subject 1 (DSC-A)

UG Curriculum with Sociology as Subject 1 (DSC-A)

Sem	Subject 1: Sociology (Credits)	Languages (Credits)	Skill/Compulsory Courses	Total Credits
I	<i>DSC – A1: Understanding Society: Concepts & Debates in Sociology</i> (5)			23
II	<i>DSC – A2: Rural Society in India</i> (5)			25
III	<i>DSC – A3: Sociology of Social Entrepreneurship</i> (5)	Elective E1: Society through Gender Lens (2) Or Public Sociology: Making Knowledge Work for Society (2)		23
IV	<i>DSC – A4: Sociology of Social Service Organization & Management</i> (5)	Elective E2: Sociology of Tourism and Management (2) Or Socio-Legal Literacy and Citizenship (2)	Compulsory Skill 1: Sociology in Action and Case Study Learning (2) (2+0+2)	25



BENGALURU CITY UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Semester 1

DSC – A1: Understanding Society: Concepts & Debates in Sociology (5)

Course Title: DCSO111: Understanding Society: Concepts & Debates in Sociology	
Total Contact hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hour per week : 05 hrs

Course Objectives

1. Introduce core sociological concepts and debates.
2. Encourage comparative and critical perspectives of social life.

DSC – A1: Understanding Society: Concepts & Debates in Sociology (5)

Unit 1: Introducing Sociology (12 hours)

- a. Nature, scope, and significance of Sociology
- b. Sociology and common sense
- c. Sociological imagination (C. Wright Mills)
- d. Relationship with other social sciences

Unit 2: Basic Concepts (12 hours)

- a. Society, community, association
- b. Culture, norms, values, roles

Unit 3: Social Institutions (12 hours)

- a. Types and Functions of social institutions
- b. Family, Marriage, Religion, Education, and Economy as institutions and its changing nature.

Unit 4: Social Processes and Interaction (12 hours)

- a. Cooperation, competition, conflict, accommodation, assimilation
- b. Socialization and agents of socialization
- c. Self and identity (Mead and Cooley)

Unit 5: Sociological Thinking Today (12 hours)

- a. Globalization and society
- b. Technology and culture
- c. Sociology in public life

Suggested Classroom Activities

Unit 1

Comparative writing – “How I understood school before and after learning sociology.”
Small-group discussion comparing ‘common sense’ and sociological explanations of a social issue.
Mind-map on the interrelationship between Sociology and other social sciences.

Unit 2

Create a concept diagram connecting basic concepts of society.
Group project – Analyze one institution (e.g., education or religion) in terms of its norms, values, and roles.
Quiz-based activity on matching concepts with real-world examples.

Unit 3

- Classroom chart on core functions of different social institutions.
- Group presentations on role of family/religion/education/economy.
- Reflection writing: How is your family an institution?

Unit 4

Reflective diary entry: "How did I become who I am?"

Roleplay on different social processes (e.g., conflict vs accommodation).

Photo essay on symbols of identity in everyday life.

Unit 5

Group debate: "Has technology increased or decreased sociality?"

Newspaper/magazine clipping activity – Use sociological concepts to interpret news.

Presentation on how globalization affects students' daily lives.

Reading List and Citations

Unit 1

Inkeles, A. (1987). *What is Sociology?* Prentice Hall India.

Berger, P. L. (1963). *Invitation to Sociology: A Humanistic Perspective*. Anchor Books.

Mills, C. W. (1959). *The Sociological Imagination*. Oxford University Press.

Giddens, A., & Sutton, P. W. (2013). *Sociology*. Polity Press.

Unit 2

Johnson, H. M. (1960). *Sociology: A Systematic Introduction*. Harcourt.

Bottomore, T. B. (1972). *Sociology: A Guide to Problems and Literature*. Allen & Unwin.

MacIver, R. M., & Page, C. H. (1949). *Society: An Introductory Analysis*. Macmillan.

Rao, C. N. S. (2023). *Sociology: Principles of sociology with an introduction to social thoughts* (12th ed.). S. Chand.

Unit 3

Dube, S. C. (1990). *Indian society*. National Book Trust.

Ghurye, G. S. (2009). *Caste and race in India* (5th ed.). Popular Prakashan.

Karve, I. (1965). *Kinship organization in India*. Asia Publishing House.

Madan, T. N. (2002). *Family and kinship: A study of the Pandits of rural Kashmir* (2nd ed.). Oxford University Press.

Patel, T. (Ed.). (2005). *The family in India: Structure and practice*. Sage Publications.

Unit 4

Mead, G. H. (1934). *Mind, Self, and Society*. University of Chicago Press.

Cooley, C. H. (1902). *Human Nature and the Social Order*. Scribner.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Anchor Books.

Abraham, F., & Morgan, J. H. (2020). *Sociological Thought*. Macmillan India.

Unit 5

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. Oxford University Press.

Bauman, Z. (2000). *Liquid Modernity*. Polity Press.

Hooks, B. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.

Crenshaw, K. (1989). *Demarginalizing the Intersection of Race and Sex*. University of Chicago Legal Forum.



BENGALURU CITY UNIVERSITY

DEPARTMENT OF SOCIOLOGY

DSC – A2: Rural Society in India (5)

Course Title: DCSO211: Rural Society in India	
Total Contact hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hour per week : 05 hrs

Course Outcomes:

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

1. Understand the Dynamics of Rural Society
2. Analyze Demographic and Social Structures
3. Evaluate Rural Economies
4. Understand Policies and Development Programs
5. Assess Infrastructure and Services:
6. Identify Challenges and Propose Solutions

Course Outline: Rural Society in India

Chapter 1: Introduction to Rural Society – 12 hours

1. Definition and Characteristics
 - Understanding rural areas: Definitions and criteria.
 - Key characteristics of rural societies.
2. Historical Perspective
 - Evolution of rural society in India.
 - Traditional rural communities and social structures.

Chapter 2: Demographic and Social Structure – 12 hours

1. Population Dynamics
 - Demographic trends in rural areas.
 - Migration patterns and their impact.
2. Caste and Class in Rural India
 - Role of caste and its implications.
 - Class structure and economic stratification.
3. Gender Roles and Relations
 - Status of women in rural areas.
 - Gender-based division of labor.

Chapter 3: Rural Economy – 12 hours

1. Agriculture and Allied Activities
 - Role of agriculture in the rural economy.
2. Non-Farm Activities
 - Rural industries and cottage industries.
 - Employment opportunities and challenges.
3. Rural Markets and Trade
 - Structure of rural markets.
 - Role of cooperatives and self-help groups.

Chapter 4: Rural Development and Policy – 12 hours

1. Government Policies and Programs
 - Key rural development programs and policies.
 - Impact assessment of these programs.
 2. NGOs and Civil Society
 - Role of NGOs in rural development.
 - Case studies of successful interventions.
 3. Panchayati Raj Institutions (PRIs)
 - Structure and functioning of PRIs.
 - Decentralization and local governance.
- 73rd Amendment

Chapter 5: Challenges and Issues – 12 hours

1. Poverty and Inequality
 - Measuring rural poverty.
 - Strategies for poverty alleviation.
2. Environmental Issues
 - Impact of climate change on rural areas.
 - Sustainable rural development practices.
3. Social Issues
 - Problems of rural indebtedness and farmer suicides.
 - Social evils like dowry, child marriage, and caste discrimination:

Readings and Suggested Activities

Chapter 1: Introduction to Rural Society

- **Reading:** Desai, A. R. (1977). *Rural Sociology in India*. Popular Prakashan.
- **Activity:** Timeline creation of key historical events affecting rural India.

Chapter 2: Demographic and Social Structure

Population Dynamics

- **Reading:** Khadria, B. (2006). Migration and its impact on rural India. *India Migration Report*, 3-24.
- **Activity:** Case study analysis of a migrating rural community.

Caste and Class in Rural India

- **Reading:** Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Asia Publishing House.
- **Activity:** Debate on caste-based reservations and their impact on rural development.

Gender Roles and Relations

- **Reading:** Agarwal, B. (1994). Gender relations in rural India. *The Journal of Peasant Studies*, 22(1), 1-49.
- **Activity:** Role-play to highlight gender roles and their evolution in rural settings.

\ Chapter 3: Rural Economy

1. Agriculture and Allied Activities

- **Reading:** Dantwala, M. L. (1991). *Indian Agricultural Development Since Independence*. Oxford & IBH Publishing.
- **Activity:** Visit to a local farm to observe and discuss agricultural practices.

2. Non-Farm Activities

- **Reading:** Papola, T. S. (1987). Rural non-farm employment in India: Trends, regional patterns and determinants. *Asian Employment Programme*, 20-30.
- **Activity:** Field trip to a rural cottage industry.

3. Rural Markets and Trade

- **Reading:** Jodhka, S. S. (2012). *Village Society*. Orient Blackswan.
- **Activity:** Simulation of a rural market and analysis of trade dynamics.

Chapter 4: Rural Development and Policy

1. Government Policies and Programs

- Key rural development programs and policies.
- Impact assessment of these programs.

- **Reading:** Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and Its Contradictions*. Princeton University Press.
- **Activity:** Group project on evaluating a specific rural development program.
- 2. **NGOs and Civil Society**
 - Role of NGOs in rural development.
 - Case studies of successful interventions.
 - **Reading:** Roy, M. B. (2007). The role of NGOs in rural development: A case study of West Bengal. *Contemporary Issues and Ideas in Social Sciences*, 3(1), 1-19.
 - **Activity:** Presentation on the impact of a prominent NGO in rural India.
- 3. **Panchayati Raj Institutions (PRIs)**
 - Structure and functioning of PRIs.
 - Decentralization and local governance.
 - **Reading:** Jayal, N. G. (2007). Panchayati Raj Institutions and rural development. *Indian Journal of Public Administration*, 53(1), 1-13.
 - **Activity:** Role-play of a Panchayat meeting to understand decision-making processes.

Chapter 5: Challenges and Future Prospects

1. **Poverty and Inequality**
 - **Reading:** Athreya, V. (1996). *Poverty and Rural Development*. Himalaya Publishing House.
 - **Activity:** Research project on poverty alleviation programs in a selected rural area.
2. **Environmental Issues**
 - **Reading:** Palanisami, K. (2009). Climate change and agriculture in India. *Agricultural Systems*, 100(1), 1-12.
 - **Activity:** Group discussion on sustainable practices observed during the farm visit.
3. **Social Issues**
 - **Reading:** Omvedt, G. (1993). Social issues in rural India: Caste and gender. *Economic and Political Weekly*, 28(11), 475-482.
 - **Activity:** Panel discussion with guest speakers from NGOs addressing social issues.
4. **Future Prospects**
 - **Reading:** Pingali, P. L. (2017). *Agriculture and Rural Development in a Globalizing World*. Routledge.
 - **Activity:** Group presentations on innovative practices in rural development.

Recommended Reading Materials:

General Introduction and Overview

1. Books:
 - Desai, A. R. (1977). *Rural Sociology in India*. Popular Prakashan.
 - Gupta, D. (2017). *Rural India: Perspectives from Recent Research*. Niyogi Books.
2. Articles:
 - Freudenburg, W. R. (1991). Rural sociology and the environment. *Annual Review of Sociology*, 17(1), 305-327.

Demographic and Social Structure

1. Books:
 - Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Asia Publishing House.
 - Shah, G. (2002). *Caste in Indian Politics*. Orient Blackswan.
2. Articles:
 - Agarwal, B. (1994). Gender relations in rural India. *The Journal of Peasant Studies*, 22(1), 1-49.
 - Khadria, B. (2006). Migration and its impact on rural India. *India Migration Report*, 3-24.

Rural Economy

1. Books:
 - Bhaduri, A. (1983). *The Economic Structure of Backward Agriculture*. Academic Press.
 - Dantwala, M. L. (1991). *Indian Agricultural Development Since Independence*. Oxford & IBH Publishing.
2. Articles:

- Chand, R. (2010). Agricultural productivity in India: Trends and challenges. Indian Journal of Agricultural Economics, 65(1), 1-15.

- Papola, T. S. (1987). Rural non-farm employment in India: Trends, regional patterns and determinants. Asian Employment Programme, 20-30.

Rural Development and Policy

1. Books:

- Dreze, J., & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. Princeton University Press.

- Maheshwari, S. R. (1985). Rural Development in India: A Public Policy Approach. SAGE Publications.

2. Articles:

- Jayal, N. G. (2007). Panchayati Raj Institutions and rural development. Indian Journal of Public Administration, 53(1), 1-13.

- Roy, M. B. (2007). The role of NGOs in rural development: A case study of West Bengal. Contemporary Issues and Ideas in Social Sciences, 3(1), 1-19.

Challenges and Issues

1. Books:

- Shah, M. (2013). Water: Growing Understanding, Emerging Perspectives. Orient Blackswan.

- Athreya, V. (1996). Poverty and Rural Development. Himalaya Publishing House.

2. Articles:

- 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.

Suggested Multimedia Resources

- Documentaries:

- Stalin K. (Director). (2007). India Untouched: Stories of a People Apart [Documentary]. Drishti Media.

- Doordarshan. (Producer). Kheti Badi [Television series].

- Interviews:

- Interviews with prominent rural sociologists and economists available on platforms like YouTube and academic websites.

1. ಇಂದಿರಾ ಆರ್. "ಭಾರತೀಯ ಸಮಾಜ " ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
2. ರಾಜಶೇಖರ್, ಎಸ್, ರಾಜೇಶ್, ಆರ್, (೨೦೧೨) "ಗ್ರಾಮೀಣ ಭಾರತ", ಭ್ರಮರ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ
3. ರಾಜಶೇಖರ್, ಎಸ್ ರಾಜೇಶ್, ಆರ್, (೨೦೧೨) "ಭಾರತೀಯ ಸಮಾಜ", ಭ್ರಮರ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ
4. ಶಂಕರ್ ರಾವ್ ಚ. ನಾ "ಭಾರತೀಯ ಗ್ರಾಮ ಜೀವನದ ಸಮಾಜಶಾಸ್ತ್ರ " ಜೈ ಭಾರತ್ ಪ್ರಕಾಶನ
5. ಶಂಕರ್ ರಾವ್, ಚ ನ ೨೦೦೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ) ಭಾರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ್ ಪ್ರಕಾಶನ



BENGALURU CITY UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Semester 3

DSC – A3: Sociology of Social Entrepreneurship (5)

Course Title: DCSO311: Sociology of Social Entrepreneurship	
Total Contact hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hour per week : 05 hrs

Course Outcomes:

By the end of the semester, the student should be able to:

1. Understand the concept and significance of social entrepreneurship in contemporary Indian society.
2. Analyze the social, cultural, and economic factors that influence social entrepreneurship in India.
3. Evaluate the impact of social entrepreneurship on Indian communities and societal structures.
4. Apply sociological theories to the practice of social entrepreneurship with an Indian perspective.
5. Develop critical thinking skills through the analysis of case studies of Indian social enterprises.

Course Outline

Chapter 1: Introduction to Social Entrepreneurship – 12 hours

- Definition and Key Concepts
- Historical Development of Social Entrepreneurship in India
- Sociological Perspectives on Social Entrepreneurship in India

Chapter 2: The Social Entrepreneur 12 hours

- Characteristics and Motivations of Social Entrepreneurs
- Sociological Theories on Leadership and Innovation
- Case Studies of Prominent Indian Social Entrepreneurs

Chapter 3: Types and Models of Social Enterprises in India – 12 hours

- Types of Social Enterprises in India
- Social Enterprise Models and Strategies
- Innovative Models in Indian Context

Chapter 4: Social Impact and Community Development– 12 hours

- Impact of Social Enterprises on Indian Community Development
- Measuring Social Impact in the Indian Context
- Case Studies of Impactful Social Enterprises in India

Chapter 5: Challenges and Future of Social Entrepreneurship – 12 hours

- Barriers to Social Entrepreneurship in India
- Policy and Regulatory Frameworks in India

- Future Trends and Innovations in Indian Social Entrepreneurship
- The Role of Technology in Social Entrepreneurship in India

Readings and suggested activity

Chapter 1: Introduction to Social Entrepreneurship

Definition and Key Concepts

Readings:

Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press. Available at:
<https://global.oup.com/academic/product/social-entrepreneurship-9780195396331>

Case Study:

Study the founding and impact of the Barefoot College in Rajasthan.

Activity:

Group discussion on the definition and key concepts of social entrepreneurship.
 Create a mind map of key characteristics.

Historical Development of Social Entrepreneurship in India

Readings:

Dasra. (2013). *Beyond Profit: A Guide to Social Entrepreneurship in India*. Dasra. Available at:
<https://www.dasra.org/assets/uploads/resources/Beyond%20Profit%20A%20Guide%20to%20social%20entrepreneurship%20in%20India.pdf>

Case Study:

Analysis of the historical development and impact of SEWA (Self Employed Women's Association).

Activity:

Timeline creation activity tracing the development of social entrepreneurship in India. Groups present their timelines.

Sociological Perspectives on Social Entrepreneurship in India

Readings:

Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. *The Journal of Applied Behavioral Science*, 40(3), 260-282. Available at:
<https://journals.sagepub.com/doi/abs/10.1177/0021886304266847>

Case Study:

Examination of the sociological impact of Araku Coffee.

Activity:

Role-playing exercise to understand the stakeholders involved in a social enterprise.

Chapter 2: The Social Entrepreneur

- Characteristics and Motivations of Social Entrepreneurs

Readings:

Thompson, J. L. (2002). The world of the social entrepreneur. *International Journal of Public Sector Management*, 15(5), 412-431. Available at:
<https://www.emerald.com/insight/content/doi/10.1108/09513550210435746/full/html>

Case Study:

Profile of Rohini Nilekani and her work with Arghyam.

Activity:

Personality analysis exercise: Students analyze their own traits against those of successful social entrepreneurs.

- **Sociological Theories on Leadership and Innovation**

Readings:

DiMaggio, P., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147-160. Available at: <https://www.istor.org/stable/2095101>

Case Study: Leadership analysis of Harish Hande, founder of SELCO India.

Activity: Leadership style assessment and group discussion on how different styles affect social entrepreneurship outcomes.

Case Studies of Prominent Indian Social Entrepreneurs

Readings: Detailed case studies on SEWA and Barefoot College.

Case Study: In-depth study of the work of Dr. V. Mohan, founder of Dr. Mohan's Diabetes Specialties Centre.

Activity: Case study presentations by student groups, followed by Q&A sessions.

Chapter 3: Types and Models of Social Enterprises in India

- Types of Social Enterprises in India

Readings: Sengupta, A., & Sahay, A. (2017). Social entrepreneurship research in Asia-Pacific: Perspectives and opportunities. *Social Enterprise Journal*, 13(1), 17-37. Available at: <https://www.emerald.com/insight/content/doi/10.1108/SEJ-04-2016-0016/full/html>

Case Study: Analysis of different types of social enterprises such as Rang De and Agastya International Foundation.

Activity: Group activity to categorize various social enterprises in India and discuss their models.

- Social Enterprise Models and Strategies

Readings:

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30(1), 1-22. Available at: <https://journals.sagepub.com/doi/abs/10.1111/j.1540-6520.2006.00107.x>

Case Study:

Study of microfinance models used by organizations like SKS Microfinance.

Activity:

Strategy simulation exercise where students develop business models for hypothetical social enterprises.

- Innovative Models in Indian Context

Readings:

Drayton, B. (2002). The citizen sector: Becoming as entrepreneurial and competitive as business. *California Management Review*, 44(3), 120-132. Available at: <https://journals.sagepub.com/doi/abs/10.2307/41166136>

Case Study:

Exploration of innovation at Goonj.

Activity:

Innovation workshop where students brainstorm and pitch innovative social enterprise ideas.

Chapter 4: Social Impact and Community Development

- Impact of Social Enterprises on Indian Community Development

Readings:

Ebrahim, A. (2003). Accountability in practice: Mechanisms for NGOs. *World Development*, 31(5), 813-829. Available at:
<https://www.sciencedirect.com/science/article/abs/pii/S0305750X03000483>

Case Study:

Analysis of Akshaya Patra's impact on community development.

Activity:

Community impact assessment exercise where students evaluate the impact of a local social enterprise.

- Measuring Social Impact in the Indian Context

Readings:

Nicholls, A. (2009). 'We do good things, don't we?': 'Blended value accounting' in social entrepreneurship. *Accounting, Organizations and Society*, 34(6-7), 755-769. Available at:
<https://www.sciencedirect.com/science/article/abs/pii/S0361368209000553>

Case Study:

Study of how SELCO measures its social impact.

Activity:

Develop a social impact measurement framework for a chosen social enterprise.

- Case Studies of Impactful Social Enterprises in India

Readings:

Detailed case studies on Goonj, Araku Coffee, and Rang De.

Case Study:

Examination of Rang De's impact on rural finance.

Activity:

Group presentations on the case studies, focusing on their impact and sustainability.

Chapter 5: Challenges and Future of Social Entrepreneurship

Barriers to Social Entrepreneurship in India

Readings:

Rajan, A. T., & Pandey, R. K. (2014). Constraints on scaling up Indian social enterprises. *IIMB Management Review*, 26(4), 198-210. Available at:
<https://www.sciencedirect.com/science/article/pii/S0970389614000704>

Case Study:

Analysis of the barriers faced by the Kalinga Institute of Social Sciences (KISS).

Activity:

Problem-solving workshop where students propose solutions to overcome barriers to social entrepreneurship.

Policy and Regulatory Frameworks in India

Readings:

GIZ. (2012). Policy Landscape of Social Enterprises in India. GIZ. Available at:
<https://www.giz.de/en/downloads/giz2012-en-policy-landscape-social-enterprises-india.pdf>

Case Study:

Study of policy support for social enterprises in the Indian context.

Activity:

Policy analysis exercise where students evaluate current policies and suggest improvements.

- Future Trends and Innovations in Indian Social Entrepreneurship

Readings:

Young, D. R., & Kim, C. Y. (2015). Can social enterprises remain sustainable and mission-focused? Applying resiliency theory. *Social Enterprise Journal*, 11(3), 233-259. Available at: <https://www.emerald.com/insight/content/doi/10.1108/SEJ-12-2014-0042/full/html>

Case Study:

Predictive analysis where students research and present on future trends in social entrepreneurship.

Activity:

Predictive analysis where students research and present on future trends in social entrepreneurship.

- **The Role of Technology in Social Entrepreneurship in India**

Readings:

Beckmann, M., & Zeyen, A. (2014). Franchising as a strategy for combining small and large group advantages (Logics) in social entrepreneurship: A Hayekian perspective. *Nonprofit and Voluntary Sector Quarterly*, 43(3), 502-522. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0899764012474910>

Case Study:

Case study on the role of technology in scaling Agastya International Foundation.

Activity:

Tech-innovation workshop where students develop a tech-based solution for a social issue.

References

1. Alvord, S. H., Brown, L. D., & Letts, C. W. (2004). Social entrepreneurship and societal transformation: An exploratory study. *The Journal of Applied Behavioral Science*, 40(3), 260-282. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0021886304266847>
2. Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship Theory and Practice*, 30(1), 1-22. Available at: <https://journals.sagepub.com/doi/abs/10.1111/j.1540-6520.2006.00107.x>
3. Beckmann, M., & Zeyen, A. (2014). Franchising as a strategy for combining small and large group advantages (Logics) in social entrepreneurship: A Hayekian perspective. *Nonprofit and Voluntary Sector Quarterly*, 43(3), 502-522. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0899764012474910>
4. Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*. Oxford University Press. Available at: <https://global.oup.com/academic/product/social-entrepreneurship-9780195396331>
5. Dasra. (2013). *Beyond Profit: A Guide to Social Entrepreneurship in India*. Dasra. Available at: <https://www.dasra.org/assets/uploads/resources/Beyond%20Profit%20A%20guide%20to%20social%20entrepreneurship%20in%20India.pdf>
6. DiMaggio, P., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147-160. Available at: <https://www.jstor.org/stable/2095101>
7. Drayton, B. (2002). The citizen sector: Becoming as entrepreneurial and competitive as business. *California Management Review*, 44(3), 120-132. Available at: <https://journals.sagepub.com/doi/abs/10.2307/41166136>

8. Ebrahim, A. (2003). Accountability in practice: Mechanisms for NGOs. *World Development*, 31(5), 813-829. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0305750X03000483>
9. GIZ. (2012). Policy Landscape of Social Enterprises in India. GIZ. Available at: <https://www.giz.de/en/downloads/giz2012-en-policy-landscape-social-enterprises-india.pdf>
10. Kickul, J., & Lyons, T. S. (2012). *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World*. Routledge. Available at: <https://www.routledge.com/Understanding-Social-Entrepreneurship-The-Relentless-Pursuit-of-Mission/Kickul-Lyons/p/book/9780415884891>
11. Nicholls, A. (2009). 'We do good things, don't we?': 'Blended value accounting' in social entrepreneurship. *Accounting, Organizations and Society*, 34(6-7), 755-769. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0361368209000553>
12. Rajan, A. T., & Pandey, R. K. (2014). Constraints on scaling up Indian social enterprises. *IIMB Management Review*, 26(4), 198-210. Available at: <https://www.sciencedirect.com/science/article/pii/S0970389614000704>
13. Sengupta, A., & Sahay, A. (2017). Social entrepreneurship research in Asia-Pacific: Perspectives and opportunities. *Social Enterprise Journal*, 13(1), 17-37. Available at: <https://www.emerald.com/insight/content/doi/10.1108/SEJ-04-2016-0016/full/html>
14. Thompson, J. L. (2002). The world of the social entrepreneur. *International Journal of Public Sector Management*, 15(5), 412-431. Available at: <https://www.emerald.com/insight/content/doi/10.1108/09513550210435746/full/html>
15. Young, D. R., & Kim, C. Y. (2015). Can social enterprises remain sustainable and mission-focused? Applying resiliency theory. *Social Enterprise Journal*, 11(3), 233-259. Available at: <https://www.emerald.com/insight/content/doi/10.1108/SEJ-12-2014-0042/full/html>



BENGALURU CITY UNIVERSITY
DEPARTMENT OF SOCIOLOGY
Semester 3

Elective 1: ELSO1: Society Through Gender Lens	
Total Contact hours: 32	Course Credits: 02
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 1.5 hrs	Teaching hours per week : 02

Course Outcome:

1. In this course, students will explore gender as socially constructed with meanings that vary historically and across cultures. It will contemplate how individuals categorize gender, deconstructing many taken-for granted assumptions.
2. Through this critical lens, students will recognize the intersections of gender with other social markers, connecting concepts to our own experiences.
3. The course will examine how sexuality is gendered and the ways in which gender is socially controlled, as well as considering gendered violence as an extreme form of controlling gender.
4. By the end of this course, students will be able use their critical thinking skills to analyze how gender is socially constructed and controlled

UNIT: 1 Social Construction of Gender

12 hrs

- Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender and Division of Labour
- Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity

UNIT: 2 Gender Representation and Violence

10 hrs

- Mass Media and Politics, Education, Employment and Health
- Domestic Violence, Sexual Harassment, Problems of Transgender, Cyber Crime

UNIT: 3 Addressing Gender Justice

10 hrs

- The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- 73rd and 74th Constitutional Amendment and Women's Empowerment

Text Books

1. Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
2. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
3. Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
4. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi

5. Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi
6. Ritzer, George and W W Murphy, 2020, *Introduction to Sociology*, 5th edition, Sage Publications, New Delhi

Elective 1 ELSO2: Public Sociology: Making Knowledge Work for Society	
Total Contact hours: 32	Course Credits: 02
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 1.5 hrs	Teaching hours per week : 02

Course Outcomes

1. Introduce the idea of public sociology and its importance.
2. Connect sociological knowledge with public issues and policies.
3. Encourage communication of research in accessible ways.
4. Promote civic engagement and social change through applied sociology.

Unit-wise Syllabus

Unit 1: Introduction to Public Sociology (12 hours)

- a. Definition and origin of public sociology (Michael Burawoy)
- b. Distinction between professional and public sociology
- c. Importance of making sociology accessible to the public

Unit 2: Communicating Sociology (10 hours)

- a. Writing for the public: blogs, op-eds, awareness pamphlets
- b. Use of visuals, infographics, and social media
- c. Ethics in public communication of research

Unit 3: Sociology and Policy Engagement (10 hours)

- a. Sociological input in public policy and planning
- b. Examples of social audits and community needs assessments
- c. Role of sociologists in civil society and activism

Suggested Activities and Assessment Tasks

1. Prepare an awareness poster on a social issue (e.g., caste, gender, environment).
2. Write a short blog or opinion piece for public reading.
3. Conduct a 2-page social audit of a local public service (bus stand, PHC, school).
4. Group role play simulating a civic consultation or grievance meeting.
5. Presentation of field-based findings in classroom/public forum.

Readings and References

- Burawoy, M. (2005). For Public Sociology. *American Sociological Review*, 70(1), 4–28.
- Fuller, S. (2006). *The New Sociological Imagination*. Sage Publications.
- Frickel, S., & Gross, N. (2005). A general theory of scientific/intellectual movements. *Theory and Society*, 34(2), 211–232.
- Sen, A. (2009). *The Idea of Justice*. Harvard University Press.
- Visvanathan, S. (2002). The search for cognitive justice. *Seminar*, 513.
- Indira, R. (2008). *Public Sociology and Indian Traditions*. Lecture notes, University of Mysore



BENGALURU CITY UNIVERSITY
DEPARTMENT OF SOCIOLOGY
Semester 4

DCSO411: Sociology of Social Service Organization and Management	
Total Contact hours: 60	Course Credits: 5
Formative Assessment Marks: 20	Summative assessment marks: 80
Duration of Exam: 3 hours	Teaching Hour per week : 05 hrs

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

1. Discuss the historical evolution and typologies of NGOs in India, citing specific examples.
2. Analyze the organizational structure, management practices, and strategic planning of NGOs.
3. Evaluate the impact of NGOs on social development, policy advocacy, and societal change in India.
4. Identify and analyze contemporary challenges facing NGOs and propose strategies for their sustainability.
5. Interpret and apply relevant Indian legislations governing NGOs to practical scenarios.

Course Outline

Chapter 1: Introduction –12 hours

- Typologies of service organizations – Self Help groups, Women Empowerment Groups, CSR initiatives
- Definition and Types of NGOs
- Historical Development of NGOs in India
- Theoretical Frameworks: Social capital theory, Resource mobilization theory, New institutionalism

Chapter 2: Organizational Structure and Functioning of NGOs – 12 hours

- Governance Models and Leadership in NGOs
- Human Resource Management: Recruitment, Training, and Volunteer Management
- Fundraising and Resource Mobilization Strategies
- Strategic Planning and Management: Vision, Mission, Monitoring, and Evaluation

Chapter 3: NGOs and Development in India – 12 hours

- Role of NGOs in Poverty Alleviation, Health, Education, and Women's Empowerment
- Policy Advocacy and Social Change: Advocacy Strategies and Case Studies
- Challenges Faced by NGOs: Financial Sustainability, Political Interference, Accountability, and Transparency
- Impact Assessment of NGOs: Methods and Case Studies

Chapter 4: Contemporary Issues and Future Directions – 12 hours

- Globalization and its Impact on NGOs: Transnational Networks and Collaborations
- Digitalization in NGO Operations: Use of Technology and Social Media
- Sustainability: Sustainable Development Goals (SDGs) and Future Trends in NGO Management

Chapter 5: Legislative Framework and Governance of NGOs – 12 hours

- Overview of Indian Legislations Governing NGOs: The Societies Registration Act, 1860; The Indian Trusts Act, 1882; The Foreign Contribution (Regulation) Act (FCRA), 2010; The Companies Act, 2013
- Case studies and Practical Application of Legislative Provision in NGO Operations – PRATHAM, RUDSET, Vivekananda Girijana Kalyana Kendra-BR Hills

Suggested Reading materials:

Chapter 1: Introduction to NGOs in India

- Edwards, M., & Fowler, A. (2002). *The Earthscan Reader on NGO Management*. London: Earthscan.
- Vakil, A. C. (1997). *Confronting the classification problem: Toward a taxonomy of NGOs*. *World Development*, 25(12), 2057-2070.
- Tandon, R. (2002). *Voluntary Action, Civil Society and the State*. Mosaic Books.

Chapter 2: Organizational Structure and Functioning of NGOs

- Lewis, D. (2014). *Non-Governmental Organizations, Management and Development*. Routledge.
- Sakar, R. (2008). *NGO Management: The Earthscan Companion*. New Delhi: Earthscan.
- Fowler, A. (1997). *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organizations in International Development*. Earthscan.

Chapter 3: NGOs and Development in India

- Bebbington, A. J., Hickey, S., & Mitlin, D. C. (2008). *Can NGOs Make a Difference? The Challenge of Development Alternatives*. Zed Books.
- Chandhoke, N. (2007). *Civil Society*. *Development in Practice*, 17(4-5), 607-614.
- Korten, D. C. (1990). *Getting to the 21st Century: Voluntary Action and the Global Agenda*. Kumarian Press.

Chapter 4: Contemporary Issues and Future Directions

- Riddell, R. C. (2007). *Does Foreign Aid Really Work?*. Oxford University Press.
- Pasha, S. A. (2004). *Non-Governmental Organizations in India: Approaches to Human Development*. Routledge.
- Unerman, J., & O'Dwyer, B. (2006). *On the Emergence and Conceptualisation of NGO Accountability*. *Public Management Review*, 8(4), 471-486.

Chapter 5: Legislative Framework and Governance of NGOs

- Government of India. *The Societies Registration Act, 1860*. India Code.
- Government of India. *The Indian Trusts Act, 1882*. India Code.
- Government of India. *The Foreign Contribution (Regulation) Act, 2010*. Ministry of Home Affairs.
- Government of India. *The Companies Act, 2013*. Ministry of Corporate Affairs.

References

1. Edwards, M., & Fowler, A. (2002). *The Earthscan Reader on NGO Management*. London: Earthscan.
2. Vakil, A. C. (1997). *Confronting the classification problem: Toward a taxonomy of NGOs*. *World Development*, 25(12), 2057-2070.

3. Tandon, R. (2002). *Voluntary Action, Civil Society and the State*. Mosaic Books.
4. Lewis, D. (2014). *Non-Governmental Organizations, Management and Development*. Routledge.
5. Sakar, R. (2008). *NGO Management: The Earthscan Companion*. New Delhi: Earthscan.
6. Fowler, A. (1997). *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organizations in International Development*. Earthscan.
7. Bebbington, A. J., Hickey, S., & Mitlin, D. C. (2008). *Can NGOs Make a Difference? The Challenge of Development Alternatives*. Zed Books.
8. Chandhoke, N. (2007). *Civil society*. *Development in Practice*, 17(4-5), 607-614.
9. Korten, D. C. (1990). *Getting to the 21st Century: Voluntary Action and the Global Agenda*. Kumarian Press.
10. Riddell, R. C. (2007). *Does Foreign Aid Really Work?*. Oxford University Press.
11. Pasha, S. A. (2004). *Non-governmental organizations in India: Approaches to human development*. Routledge.
12. Unerman, J., & O'Dwyer, B. (2006). *On the emergence and conceptualisation of NGO accountability: A review and critique of the literature*. *Public Management Review*, 8(4), 471-486.

Semester 4

Elective Paper 2

Elective 2: ELSO3: Sociology of Tourism and Management	
Total Contact hours: 32	Course Credits: 02
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 2 hrs	Teaching hours per week : 02

Course Objectives:

1. To encourage students to understand the socio-tourism
2. To create awareness and opportunity for employment

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

1. Students will be able to understand the key concept and types of tourism.
2. To analyse the structure and impact of tourism on social-economic and environment.
3. To create an awareness on consumer behaviours, roles and decision making.
4. To create various aspects of tourism management.

Unit – 1. Sociology and Tourism

12 hrs

- Definitions of Sociology, Culture, Tourism, Tourists, Tourist Guide; Relation between Tourism, Leisure and Recreation
- Types of Tourism: Cultural, Heritage, Religious, Medical, Food, Sports, Yoga and Eco Tourism

Unit – 2. Sociology and Tourism

10 hrs

- Development and Structure of the Tourist System - Motivation and Role of Tourist
- Impact of Tourism on Host Place: Social, Economic, Climate and Environmental

Unit – 3. Tourism Management

10 hrs

- Tourism Consumer Behaviour: Roles and Decision-Making Process; Role of Intermediaries
- Marketing for Tourism: Definition; Tourism as a Service Industry: Product, Price, Promotion and Place, Information Technology and Tourism.

Reference Books

1. Burns, Peter M 1999, An Introduction to Tourism and Anthropology, Routledge, London
2. Fletcher, John & others, 2018, Tourism: Principles and Practice, 6th Edition, Pearson, UK
3. Nash, Dennis 2007, The Study of Tourism: Anthropological and Sociological Beginnings, Elsevier, Amsterdam
4. Urry, John 1998, The Tourist Gaze: Leisure and Travel in Contemporary Societies, Sage, New Delhi

Elective 2 ELSO4: : Socio-Legal Literacy & Citizenship	
Total Contact hours: 32	Course Credits: 02
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 2 hrs	Teaching hours per week : 02

Course Objectives

1. Introduce key legal rights and duties relevant to Indian citizens.
2. Foster understanding of the Indian Constitution and civic responsibilities.
3. Enable basic legal literacy for everyday social and institutional settings.
4. Promote citizenship values and democratic participation.

Unit-wise Syllabus

Unit 1: Understanding Law and Society (10 hrs)

- a. What is law? Sociological approaches to legal systems
- b. Relationship between law and social structure
- c. Social justice and rule of law

Unit 2: Constitution and Fundamental Rights (8 hrs)

- a. Preamble, Directive Principles, Fundamental Duties
- b. Fundamental Rights: Right to Equality, Freedom, Education, etc.

Unit 3: Legal Literacy and Citizenship in Practice (14 hrs)

- a. Laws related to women, SC/ST, minorities
- b. Rights of workers and consumers
- a. Electoral rights and duties
- b. RTI and participatory democracy and Civic activism

Suggested Readings

1. Baxi, U. (1982). *The Crisis of the Indian Legal System*. Vikas.
2. Basu, D. D. (2013). *Introduction to the Constitution of India*. LexisNexis.
3. Menon, N. (2012). *Citizenship and Its Discontents*. Zubaan.
4. Agnes, F. (1999). *Law and Gender Inequality*. Oxford University Press.
5. Kannadadalli: *Bharatada Samvidhana* (Kannada University Publication).



BENGALURU CITY UNIVERSITY

DEPARTMENT OF SOCIOLOGY

Skill Paper – 1: Sociology in Action: Internship & Case Study Learning (2)

Course Title: Sociology in Action: Internship & Case Study Learning	
Total Contact hours: 32	Course Credits: 2
Formative Assessment Marks: 10	Summative assessment marks: 40
Duration of Exam: 2 hours	Teaching Hours per week: 1 T+3 Pract

Course Outcomes:

- Understand the role of sociologists beyond academia in development, policy, and social action.
- Identify and engage with host institutions through fieldwork and observation protocols.
- Apply case study methods using interviews, participation, and contextual analysis.
- Document field experiences by integrating sociological theory and reflexive insights.
- Present findings effectively while reflecting on ethical challenges and field-based learnings.

Unit wise syllabus:

Unit 1: Understanding Applied Sociology

- Sociology beyond academia
- Role of sociologists in development, policy and NGOs
- Action research and participatory methods

Unit 2: Institutional Settings and Fieldwork

- Identifying host institutions for internship
- Orientation to institutional ethos and practices
- Field diary and observation protocol

Unit 3: Case Study Approach

- Case selection, contextual understanding and presentation
- Techniques: interview, shadowing, participation
- Comparative case analysis & presentation

Suggested Activities:

1. Internship with an NGO / Government Department / CSR Initiative

- Students engage with a host institution for a short-term field internship (minimum 2–3 weeks).
- Tasks: Assist with data collection, awareness campaigns, documentation, or evaluation.
- Outcome: Field diary and internship report.

2. Orientation Session with Practitioners

- Invite professionals (sociologists in development, policy, CSR, etc.) to interact with students.
- Focus: Real-world roles of sociologists, action research examples, ethical dilemmas.

3. Field Diary Maintenance

- Daily or weekly diary entries documenting activities, observations, key conversations, and reflections.
- Assessed for clarity, consistency, and critical thinking.

4. Case Study Project

- Select a case (e.g., a community program, a rehabilitation project, an SHG initiative) for detailed study.
- Methods: Shadowing staff, conducting interviews, collecting secondary data.
- Outcome: Case study report.

5. Peer Review Workshops

- Exchange field diaries or draft reports among peers for constructive feedback.
- Criteria: Relevance, clarity, theoretical linkage, reflexivity.

6. Role-play / Simulation

- Students simulate community interaction, participatory rural appraisal, or NGO planning meetings.
- Builds skills in communication, empathy, and situational analysis.

7. Ethics Discussion Circle

- Discussion on ethical dilemmas faced during fieldwork (e.g., consent, reporting sensitive issues).
- Outcome: Group reflections or short written submissions.

8. Presentation of Internship Learning

- Each student presents a summary of their field experience, key insights, and learnings in class.
- Followed by Q&A and peer comments.

References:

1. Bhatt, N. (2009). *Development and social justice: Micro action by women's groups in India*. Sage Publications.
2. Bopp, M., & Bopp, J. (2006). *Recreating the world: A practical guide to building sustainable communities*. Four Worlds Press.

3. Chambers, R. (1997). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.
4. Desai, V., & Potter, R. B. (Eds.). (2014). *The companion to development studies* (3rd ed.). Routledge.
5. Kundu, A., & Sharma, A. (2012). *Informality: Social and economic dynamics in South Asia*. Routledge India.
6. Mohanty, B. (Ed.). (2011). *Participatory development: Lessons from South Asia*. Concept Publishing Company.
7. Pawar, M. (2014). *Social policy and planning for the 21st century: Planning for change*. Palgrave Macmillan.
8. Shah, G. (2004). *Social movements in India: A review of literature*. Sage Publications.
9. Tandon, R. (1988). *Social transformation and participatory research*. Economic and Political Weekly, 23(22), 1171–1178.
10. UNDP. (2009). *Handbook on planning, monitoring and evaluating for development results*. United Nations Development Programme.