



KUVEMPU UNIVERSITY

CHOICE BASED CREDIT SYSTEM (CBCS)

&

CONTINUOUS ASSESSMENT AND GRADING PATTERN

Based

B.A., SOCIOLOGY

(V and VI Semester Syllabus)

(SEP Case 1: 3 Majors with a General Degree)

(With Effect from 2026 - 27)

Board of Studies in Sociology

Department of P.G.Studies and Research in Sociology

Kuvempu University

Jnanasahyadri, Shankarghatta-577451

Shivamogga, Karnataka, INDIA.

Prof.Chandrashekar.E

Chairperson (BOS)

Members:

Prof. Purvachar.M

Prof. Sakreenaik G.S

Dr. Lokesh Naik.B

BACHELOR OF ARTS (B.A.) SEMESTER SCHEME

SEP Curriculum Structure for Undergraduate Programme for the Academic Year 2026-27
Details of Sociology UG Syllabus, Course Credit Structure, Teaching hours per week
and Marks (For Three Major: Case 1- Subject-Sociology)

Sl.No	Semester	Paper Title	Teaching Hours per week	Maximum Marks			Credits	Examination Hours
				IA	Course End Exam	Total		
1	1	Paper-1	6	20	80	100	5	3
2	2	Paper-2	6	20	80	100	5	3
3	3	Paper-3	6	20	80	100	5	3
		Elective Paper (Choose any one of the following)						
		Elective-1	4	20	80	100	3	3
		Elective-1						
4	4	Paper-4	6	20	80	100	5	3
		Elective Paper (Choose any one of the following)						
		Elective-2	3	20	80	100	2	3
		Elective-2						
Skill Enhance Course			2	10	40	50	2	2
5	5	Paper-5	5	20	80	100	4	3
		Paper-6	5	20	80	100	4	3
Skill Enhance Course			2	10	40	50	2	2
6	6	Paper-7	5	20	80	100	4	3
		Paper-8	5	20	80	100	4	3
Skill Enhance Course			2	10	40	50	2	2
Total			50	200	800	1000	40	30

Note: 1. Internal Assessment: Two test, Activity base Case study/Field study report and Assignment (20 Marks)

2. **SEC** Internal Assessment: One test, Activity base Case study/Field study report and Assignment (10 Marks)

(For Three Major: 1- Subject-Sociology)

Outline of the Sociology V and VI Semester UG Syllabus.

Course Credits Structure, Teaching hours per week and Marks.

Course Scheme								
Paper No.	Paper Code No.	Semester	Title of the Paper	Credits	Teaching Hours Per Week	IA Marks [C1+C2]	Theory Exam: C3	Total Marks
Discipline Specific Course (DSC) to be offered during V Semester								
1	DSC-5	V	Emergence of Social thought	4	5	10+10	80	100
2	DSC-6	V	Methods in Social Research	4	5	10+10	80	100
Skill Enhance Course			Project Management in Rural Development	2	2	5+5	40	50
Discipline Specific Course (DSC) to be offered during VI Semester								
3	DSC-7	VI	Social Entrepreneurship	4	5	10+10	80	100
4	DSC-8	VI	Sociology of Health	4	5	10+10	80	100
Skill Enhance Course			Human Resource Management	2	2	5+5	40	50

B.A. (Sociology Syllabus) Courses

Core Courses	Open Elective Courses/Skill
Semester V	NA
Skill Enhance Course	Applicable
Semester VI	NA
Skill Enhance Course	Applicable

Course Introduction

Sociology seeks to understand all aspects of human social behaviour, including the behaviour of individuals as well as the social dynamics of small groups, large organizations, communities, institutions, and entire societies. Sociologists are typically motivated both by the desire to better understand the principles of social life and by the conviction that understanding these principles may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions. A Graduate students of Sociology would be able for post-Graduation and research.

Critical Thinking: The programme seeks to develop in students the sociological knowledge and skills that will enable them to think critically and imaginatively about society and social issues.

Understanding: The ability to demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and inequality.

Written and Oral Communication: The ability to formulate effective and convincing written and oral arguments. Better understanding of real-life situation: The ability to apply sociological concepts and theories to the real world and ultimately everyday lives.

Ethical and Social Responsibility: Students have to learn about institutions, folkways, mores, culture, social control, social inequality, demography, policy planning and development of society etc. All these helps to inspire the students of Sociology a sense of ethical and social responsibility.

Professional and Career Opportunities: Students will have the opportunity to join professional career in Sociology and allied fields. Sociology provides an intellectual background for students considering career, social services, public policy, government service, non-governmental organizations, or academia. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

Third Year Semester-V

DSC: Paper -5

Course Title: Emergence of Social thought

Course Learning Objectives

Understand the emergence of social thought by examining the historical, economic, political, and intellectual conditions that led to the development of sociology as a discipline. The early social thinkers had a significant impact on sociological ideas and perspectives before the formal establishment of sociology. Classical social thinkers utilized the main theories, concepts, and methodological approaches to comprehend society. Critically evaluate different social thought schools, such as positivism, functionalism, conflict theory, and interpretive approaches. Understanding current social issues and changes requires the use of classical social thought. Develop your analytical and critical thinking skills by engaging with original texts and scholarly interpretations of social thinkers. Use sociological concepts and theories from leading thinkers to apply social reality and case studies. Acknowledge the interconnected roots of social thought, which are derived from philosophy, economics, political science, and history. Improve your academic writing and presentation abilities by analysing social thinkers and their works in a structured way. Develop an understanding of sociological imagination to comprehend the relationship between personal experiences and broader social structures.

Core Courses Outcome

- Provide a description of the historical and intellectual background that contributed to the development of social thought and sociology as a discipline.
- Describe the fundamental ideas and contributions of early social thinkers that shaped sociological perspectives.
- Examine the major theories and concepts proposed by classical social thinkers.
- Identify the differences between different schools of social thought and their approaches to comprehending society.
- Critically assess the relevance of classical social theories to explain contemporary social issues and transformations.

PAPER-5

Annexure I

DSC-5 -Paper:- Emergence of Social Thought

Course Outline

80hrs (5hrs./week)

Unit 1. Emergence of Sociological thought

- 16hrs

- a. Intellectual Change in philosophy in Sociology.
- b. Influence of intellectual forces on the development of Social thought
- c. Social forces behind the emergence of sociology

Unit 2. August Comte and Herbert Spencer

--- 16hrs

- a. Intellectual Background - Hierarchy of science
- b. Law of three stages.
- c. Social Evolution theory of spencer.
- d. Organic Analogy

Unit 3. Max Weber

--- 16hrs

- a. Intellectual Background- Concept of Social Action
- b. Types of Authority
- c. Bureaucracy.

Unit 4. Emile Durkheim

--- 16hrs

- a. Intellectual Background - Concept of Social Facts
- b. Division of Labour
- c. Theory of Suicide

Unit 5. Karl Marx

--- 16hrs

- a. Intellectual Background -Theory of class and class struggle
- b. Concept of Alienation
- c. Economic determinism.
- d. Activity: Seminar/Assignment

Suggested Readings:

1. Coser, L. A. 1977. Masters of Sociological Thought, New York: Harcourt Brace.
2. Marx, Karl. 1970. Contribution to the Critique of Political Economy, Moscow: Foreign Publishing House.
3. Marx, Karl. & Engels, F. 1950. Manifesto of the Communist Party, Moscow: Foreign Publishing House.
4. Marx, Karl. & Engels, F. 1952. The German Ideology, (1st & the last chapter) Moscow: Foreign Publishing House.
5. Weber, Max. 1946. From Max Weber: Essays in Sociology, New York: Oxfo University Press.

Third Year Semester-V
DSC: Paper -6
Course Title: Methods in Social Research

Course Learning Objectives

Understand the nature and scope of social research and its role in the systematic study of social phenomena. The philosophical foundations of social research. Identify and formulate research hypotheses. Understand different research designs, including exploratory, descriptive, and explanatory research. Familiarize with quantitative, qualitative, and mixed research methods used in sociological research. The various methods of data collection, such as surveys, interviews, observations. Understand sampling techniques and their application in social research. Develop basic skills in data analysis and interpretation, using both qualitative and quantitative techniques. Enhance research writing and presentation skills, including report writing and dissemination of research findings.

Core Courses Outcome

- Define and explain the meaning, nature, and scope of social research.
- Identify and formulate hypotheses in social science research.
- Differentiate and select appropriate research designs and methodological approaches for sociological studies.
- Apply quantitative, qualitative, and mixed research methods to study social phenomena.
- Demonstrate competence in data collection techniques, such as surveys, interviews, observation, and case studies.
- Analyze and interpret data using basic quantitative and qualitative analytical tools.
- Apply appropriate sampling techniques in social research.
- Prepare structured research reports using accepted academic and sociological writing conventions.
- Use research findings to understand, explain, and address contemporary social issues.

PAPER-6
DSC-6 -Paper:- Methods in Social Research

Course Outline	80hrs (5hrs/week)
Unit 1. Sociological Research	--- 13hrs
a. Meaning, Nature and Importance of social research	
b. Types of Social Research	
c. Main Steps in Social Research.	
Unit 2. Research Design	--- 13hrs
a. Definition and Meaning	
b. Need for research design	
c. Types of research design.	
Unit 3. Sampling methods	--- 13hrs
a. Meaning and Significance	
b. Types of sampling: Probability and Non-Probability Sampling	
c. Advantages and Disadvantages of Sampling	

Unit 4. Research data collection, Tools and Techniques**--- 13hrs**

- a. Sources of Data: Primary and Secondary.
- b. Questionnaire, Interview Schedule ,Case study and Survey method
- c. Observation: Participation and Non-participation

Unit 5. Report writing**--- 13hrs**

- a. Types of report
- b. Qualities of report
- c. Activity – Field work/Case study/Assignment

Suggested Readings:

1. Ahuja, Ram (2001): Research Methods, New Delhi: Rawat Publication.
2. Boalt, Gunnar (1969): The Sociology of Research, London, Southern Illinois University Press.
3. Goode, W.J. and P.K.Hatt (1952): Methods in Social Research, New York: McGraw International.
4. Hunt, Morton: (1920): Profiles of Social Research, New York, Russel Sage Foundation.
5. Jayaram, N (1989) Sociology: Methods and Theory, Madras, Macmillan.
6. Kothari, C.R. (1985) Research Methodology- Methods and Techniques, Madras, Wiley Eastern Limited.
7. Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. TheFree Press, New York
8. Hyman. Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, McGraw
9. Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin
10. Seltiz, Claise et al; (1959): Research Methods in Social Relation, New York: Henry Holt and Co.
11. Thakur, Devender (2003): Research Methodology in Social Science, Delhi: Deep and Deep Publication.
12. Young, P.V. (1988): Scientific Social Survey and Research, New Delhi Prentice Hall.

SKILL ENHANCE COURSE
SEC-1 -Paper:- Project Management in Rural Development

Course Learning Objectives

Develop conceptual understanding of rural development, decentralization, and participatory governance in the Indian context. Equip students with project planning skills including situation analysis, need assessment, goal formulation, and preparation of logical frameworks. Train students in participatory tools such as Participatory Rural Appraisal (PRA), social mapping, resource mapping, and stakeholder analysis. Develop budgeting and financial management skills for preparing cost estimates and managing project funds. Enhance monitoring and evaluation competencies through development of indicators, impact assessment, and social audit techniques. Strengthen leadership and community mobilization skills for working effectively with Panchayati Raj Institutions (PRIs), Self-Help Groups (SHGs), and NGOs. Build capacity in proposal writing and report preparation for rural development initiatives. Promote critical understanding of inclusion and sustainability, focusing on marginalized groups such as SCs, STs, women, and landless labourers. Encourage ethical and accountable project management practices aligned with principles of transparency and social justice.

Course Learning Outcomes

After successful completion of the course, students will be able to:

- Apply sociological theories and concepts to understand rural development processes and project implementation in Indian villages.
- Analyze rural social structure (caste, class, gender, tribe, land relations) and its impact on development planning.
- Design need-based rural development projects using participatory approaches such as Participatory Rural Appraisal (PRA).
- Prepare project proposals including problem identification, goal setting, budgeting, logical framework (Log Frame), and monitoring indicators.
- Demonstrate skills in community mobilization and stakeholder engagement in rural settings. Develop monitoring and evaluation (M&E) frameworks to assess project outcomes and social impact.
- Apply budgeting and financial management skills for rural development projects. Use digital tools and MIS systems for documentation, reporting, and data analysis. Demonstrate leadership, teamwork, and conflict resolution skills in rural field settings.

SEC-1 -Paper-: Project Management in Rural Development

Course Outline

32hrs (2hrs/week)

Unit-I: Concept of Project and Project Management

- a. Project Manager as a Professional
- b. Planning for Project and Generation of New Project Ideas
- c. Feasibility Analysis

Unit-II: Crafts, Crafts and Agro-Forestry based Products.

- a. Trends in Production, Constraints in Development,
- b. Development of skills and demand, Strategies for Growth and Diversification.
- c. Mechanization and R&D for higher productivity

Unit-III: Financing, Marketing and Publicity

- a. Crafts, Khadi & Village Industries, and Small Scale enterprises.
- b. Working Capital Management. Marketing and Publicity.
- c. Nature and Contents of Marketing Plan, Marketing in Micro and Macro Environment

Suggested readings

- BavaD.S : Rural Project Planning Price Gittinger : Economic Analysis of Agriculture Projects Little IMD & JA Mirrless
- Project Appraisal and Planning for Developing Countries United Nations Development Organization :Industrial Guidelines for Project Evaluation
- Prasanna Chanra : Projects Preparation , Appraisal and implementation
- Chodhary .S : project Mangement Mridula Krishna :Project Planning in India
- Peter Smith : Agricultural Project Management Monitoring and Control of Implementation.
- E-pgpathashalamoduleswww.inflibnet.org
<https://libguides.library.ncat.edu/ruralsociology>

Third Year- Semester-VI
DSC-7: Paper -7
Course Title: Social Entrepreneurship

Course Learning Objectives

Understand the concept of social entrepreneurship and its significance in addressing social problems through innovative and sustainable approaches. The sociological foundations of social entrepreneurship, including social change, development, inequality, and community empowerment. The role of social entrepreneurs in transforming social structures and promoting inclusive development. Understand different models of social enterprises, including non-profits, cooperatives, self-help groups, and hybrid organizations. The relationship between social entrepreneurship and social innovation, particularly in the context of marginalized and vulnerable communities. The socio-economic and cultural factors influencing the emergence and success of social entrepreneurship. The role of the state, market, and civil society in supporting or constraining social entrepreneurial initiatives. Develop basic skills in identifying social problems and designing socially relevant entrepreneurial solutions. Understand ethical issues and social responsibility in social entrepreneurship. Appreciate the contribution of social entrepreneurship to sustainable development, social justice, and community well-being.

Course Learning Outcomes

- Explain the concept, nature, and scope of social entrepreneurship from a sociological perspective.
- Analyze social problems using sociological theories and identify opportunities for social entrepreneurial interventions.
- Differentiate between social entrepreneurship, commercial entrepreneurship, and voluntary action.
- Examine various models of social enterprises and their role in community development and social change.
- Assess the socio-economic, cultural, and institutional factors influencing social entrepreneurship.
- Apply sociological concepts to design socially relevant and sustainable entrepreneurial solutions.
- Evaluate the role of social entrepreneurs in promoting inclusive development and social justice.
- Demonstrate ethical awareness and social responsibility in social entrepreneurial practices.

DSC-7 -Paper-: Social Entrepreneurship**Course Outline****80hrs (5hrs. /week)****Unit 1. Fundamentals of Social Entrepreneurship****---- 16hrs**

- a. Social entrepreneurship: Meaning, Features and Relevance
- b. Social Business: Meaning - Difference between Social Entrepreneurship and Social Business
- c. Relationship between Social Entrepreneurship and Social Change

Unit 2. Typology of Ventures**--- 16hrs**

- a. Social Purpose Ventures,
- b. Social Consequence Entrepreneurship,
- c. Enterprising Non-profits, Hybrid Models of Social Entrepreneurship
- d. Identifying social business opportunities

Unit 3. Legal Procedure for establishment of NPOs**--- 16hrs**

- a. Societies Registration Act, Indian Companies Act,
- b. Charitable Endowments Act,
- c. Foreign Contributions (Regulation) Act (FCRA);
- d. Available Tax Reliefs

Unit 4. Human Resource Management**--- 16hrs**

- a. Staffing Plan, Social Security of Workers
- b. Provisions and Benefits of Gratuity Act,
- c. Rules and Regulations of EPF Scheme

Unit 5. Project Management: Definition of Concept**--- 16hrs**

- a. Identification of Project
- b. Proposal Development: Basic Factors, Project Proposal Guide;
- c. Budget and rationale for submitting the project proposal to the donor.
- d. Activity: Assignment/ Field work/Project Proposal

Suggested Readings:

1. Bornestein, David 2007 How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press
2. Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California
3. Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons
4. Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins Durieux, Mark B. And R A Stebbins 2010, Social Entrepreneurship for Dummies, Wiley Publishing Inc., New Jersey
5. Hoggard, S 2005 The Business Idea, Springer, Berlin
6. Lynch. Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner's Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California

Third Year- Semester-V
DSC: Paper -8
Course Title: Sociology of Health

Course Learning Objectives

Understand the sociological perspectives on health and illness, and distinguish between biomedical and social models of health. The social determinants of health, including class, caste, gender, ethnicity, occupation, environment, and lifestyle. The health, illness, and healthcare as social constructs, shaped by culture, beliefs, norms, and power relations. The organization and functioning of healthcare systems, with special reference to India's public and private health sectors. Assess inequalities and disparities in health outcomes, focusing on marginalized communities such as women, children, elderly, tribal populations, and the urban poor. Critically evaluate medical institutions and professions, including doctor–patient relationships, medicalization, and ethics in healthcare. Understand traditional, alternative, and indigenous health practices, and their relevance in contemporary society. Apply sociological concepts and theories to current health issues, such as pandemics, mental health, disability, nutrition, and environmental health. Develop research and analytical skills to study health-related social problems using sociological methods. Promote awareness of health policies and programs, and their role in improving community health and social well-being.

Core Courses Outcome

- Define and explain key concepts related to health, illness, disease, and healthcare from a sociological perspective.
- Differentiate between biomedical and sociological models of health, and critically assess their implications for healthcare delivery.
- Analyze the role of social determinants such as caste, class, gender, age, occupation, culture, and environment in shaping health and illness.
- Examine health inequalities and disparities across different social groups, with particular reference to Indian society.
- Evaluate the structure and functioning of healthcare systems, including public, private, and alternative systems of medicine.
- Assess the social roles of medical institutions and professionals, including doctor–patient relationships, medical ethics, and the process of medicalization.
- Critically review health policies and programs, and assess their effectiveness in addressing public health challenges.

PAPER-8
DSC-8 -Paper-: Sociology of Health

Course Outline

80hrs (5hrs/week)

- Unit 1. Sociology of Health** --- 13hrs
- a. Sociology of health, Meaning, Nature, Scope and significance
 - b. Sociology of Medicine-Definition- Scope and its Relevance to Patient Care.
 - c. Difference between Sociology of Medicine and Sociology in Medicine
- Unit 2. Determinants** --- 13hrs
- a. Social Determinants: Caste, Class, Power, Gender and Social Cohesion
 - b. Cultural Determinants: Beliefs, Nutrition, Sanitation and Environment,
 - c. Economic Determinants: Poverty, Homelessness, Living Conditions and Neighbourhood
- Unit 3. Models of Health** --- 13hrs
- a. Systems of Medicine (Biomedicine and AYUSH)
 - b. Dominance of Biomedical Model,
 - c. Hospital as Social Organisation
- Unit 4. Constructing Illness** --- 13hrs
- a. Definitions of Illness, Sick and Disease and Sick role
 - b. Roles: Doctors-Nurses-Paramedical Staff-Patients and their- relationship
 - c. Stigma of Mental illness ,Ageing and HIV positive
- Unit 5. Health Care Systems** --- 13hrs
- a. Medicalisation and Parmaceuticalisation of Health,
 - b. Folk Medicine-Ethno medicine-Ayurveda-Homeopathy and Allopathic
 - c. Public Health care Programmes related to Women, Children and Disabled
 - d. Activity: Report/Field work/ Case study)

Suggested Readings:

1. Albert, Gary L. and R. Fitzpatrick (1994).Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine– A Critical Introduction, Cambridge: Polity Press.
3. 3. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
4. Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
4. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
5. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
6. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.

7. Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.
8. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
9. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
10. Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.
11. Schwatz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.
12. Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan
13. Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi
14. Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mind set, Sage Publications, Delhi
15. Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press
16. Praszkie, Ryszard and Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi
17. Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited
18. Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer Sharma,
19. Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India, Delhi
20. Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India, Sage
21. Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London

SKILLS ENHANCE COURSE
SEC-2 -Paper-: Human Resource Management

Course Learning Objectives

To sensitize students to the various facets of managing people and to create an understanding of the various policies and practices of human resources management. To know the role of Human Resource manager throughout the career of every employee. Understanding of the basic concepts, functions and processes of human resource management. Design and formulate various HRM processes such as Recruitment, Selection, Training, Development, Performance appraisals and Reward Systems, Compensation Plans and Ethical Behaviour.

Course Learning Outcomes

After the successful completion of the course, students will be able to:

- Apply sociological perspectives to understand the structure and functioning of Human Resource Management in organizations.
- Analyse workforce diversity in relation to caste, class, gender, ethnicity, and region within the Indian context.
- Develop recruitment and selection strategies that promote social justice, equity, and inclusiveness in organizations.
- Assess organizational culture and work environment using sociological concepts such as power, authority, hierarchy, and social stratification.
- Design employee welfare and motivation programs based on theories of work, industrial relations, and social behaviour.
- Demonstrate skills in conflict resolution and negotiation within organizational and industrial settings.
- Apply performance appraisal techniques considering social dynamics and ethical considerations. Demonstrate leadership and teamwork skills in simulated organizational settings.

SEC-2 -Paper-: Human Resource Management

Course Outline

32hrs (2hrs/week)

Unit-I: Human Resource Management

- a. Concept, Scope and Objective, Emerging roles of personnel management,
- b. Recruitment, Sources of Recruitment, methods or techniques of recruitment,
- c. Steps in selection process, types of tests, types of interviews, induction & orientation

Unit-II: Job Analysis

- a. Definition, steps, techniques, types of job analysis
- b. Human Resource Planning: Process Training & development, Training Vs Development,
- c. purpose of training, steps in training programmes, Training methods/techniques, evaluation

Unit-III: Performance Appraisal

- a. Definition, process of performance appraisal, Methods of performance appraisal,
- b. Strength and Limitations of each Method,
- c. Appraisal Errors. Promotion: Bases and Types, Promotion Policy and Procedure
- d. Employees' Separation, types, temping, absenteeism, labour turnover: impact, causes

Suggested readings

- Armstrong, M. (2014) Armstrong's handbook of human resource management practice. Thirteenth edition. London: Kogan Page. J. (2007) Managing people in organisations: contemporary theory and practice. Basingstoke: Palgrave Macmillan.
- V., Rayner, C., Schyns, B., and Chartered Institute of Personnel and Development (2009) Coaching at the sharp end: the role of line managers in coaching at work. London: Chartered Institute of Personnel and Development. Adkins, T. (2006) Case studies in performance management: a guide from the experts. Hoboken, N.J.: John Wiley.
- Performance management. Third edition ; Pearson new international edition. Harlow: Pearson.
- Anderson, V. and Chartered Institute of Personnel and Development (2013) Research methods in human resource management. 3rd edition. London: Chartered Institute of Personnel and Development

Examination Pattern: Semester I & VI

**Continuous Assessment Programme/Internal Assessment/
Formative Assessment
Major Courses**

Sl. No.	Continuous Assessment Programme/Internal Assessment	Maximum Marks
(1)	(2)	(3)
01	Two Session Tests with a proper record for assessment (5+5 = 10)	10
02	Assessment of Skill Development activities/Seminars/Group Discussion/ Assignment etc., with proper record	05
03	*Activity*	05
TOTAL MARKS		20

Skill Enhance Courses

Sl. No.	Continuous Assessment Programme/Internal Assessment	Maximum Marks
(1)	(2)	(3)
01	Two Session Tests with a proper record for assessment (5+5 = 10)	05
02	Assessment of Skill Development activities/Seminars/Group Discussion/ Assignment etc., with proper record	05
TOTAL MARKS		10

THEORY EXAMINATION QUESTION PAPER PATTERN FOR MAJOR SUBJECTS
(Semesters I –VI)

B.A. Degree Examination
(Semester Scheme; New Syllabus: 2026-27)

SUBJECT: SOCIOLOGY

Paper Code: Paper: 6:

Time: 3 Hours]

[Max Marks 80

Instructions to candidates:

- 1) All sections are compulsory
- 2) There are choices

SECTION-A/ ವಿಭಾಗ-ಎ

I. Answer any Ten of the following. Each one carries two marks . (10X2=20)

ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಹತ್ತು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಎರಡು ಅಂಕಗಳು.

1. a)
- b)
- c)
- d).
- e)
- f)
- g)
- h)
- i)
- j)
- k)
- l)

SECTION-B/ ವಿಭಾಗ-ಬಿ

Answer any Six of the following. Each one carries Five marks . (6x5=30)

ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಆರು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಐದು ಅಂಕಗಳು.

- 2.
- 3
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

SECTION-C/ ವಿಭಾಗ-ಸಿ

Answer any THREE of the following. Each one carries TEN marks. (3x10=30)

ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಮೂರು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಹತ್ತು ಅಂಕಗಳು.

- 10.
- 11.
- 12.
- 13.
- 14.

PATTERN QUESTION PAPER FOR SKILL ENHANCE EXAMINATION

Pattern of question paper shall consist of Very short, Short and Long Answer Questions

***Note: Question Papers will be set both in English and Kannada**

Question Paper Pattern

Time: 1.30 Hrs

Max. Marks - 40

(Title of the Course)

Note : Answer all Sections

I. Answer any FIVE questions in 2-3 sentences each (3x5=15)

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.

II. Answer any Three questions in 10-12 sentences each (5x3=15)

8. Q.
9. Q.
10. Q.
11. Q.
12. Q.

III. Answer any ONE in 20-25 sentences each (10x1=10)

- 13.Q
- 14.Q

Written Examinations

:

C3 = 40 Marks

[C1: Marks for Test & 5 Marks for Assignment/Seminar]C2:10 Marks for Test]:C1+C2 = 10 Marks

TOTAL

= 50 Marks