

Model Curriculum Content

For

Undergraduate Program in Sociology

Prepared by

Sociology Subject Expert Committee

**MODEL CURRICULUM CONTENT FOR
UNDERGRADUATE PROGRAM IN SOCIOLOGY**

PREPARED BY

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12	DR GANASHRUTHY M K SPECIAL OFFICER, KSHEC, BENGALURU	MEMBER CONVENOR

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

Curriculum Structure for the Undergraduate Degree Program BA

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

Name of the Degree Program: B.A

Discipline/Subject: Sociology

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

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

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

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

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

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

Program Articulation Matrix:

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

Objectives of Courses:

Sem		Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy#	Assessment\$

5	DSC - SOC C9	Social Entrepreneurship	<ol style="list-style-type: none"> 1. To provide knowledge about social entrepreneurship 2. To help to develop social entrepreneurship imagination 3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organisation 	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC - SOC C10	Tribal Society	<ol style="list-style-type: none"> 1. To provide basic knowledge about social organisation among tribals 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively 	B A 2nd year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

	DSC - SOC C11	Statistics in Sociological Research	<p>1. General introduction to statistical techniques for analysing social science data</p> <p>2. To compute these basic statistics as appropriate for the data at hand</p> <p>3. Learn techniques for summarizing data, examining relationships among variables, generalizing from samples to populations, and testing statistical hypotheses</p>	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess problem solving capability
	DSC - SOC C12	Sociological Perspectives	<p>1. To introduce major Sociological theoretical approaches</p> <p>2. To introduce and use fundamental categories of theory</p> <p>3. Compare and contrast the ways different theorists use the same or similar concepts to build or present their ideas</p>	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

6	DSC - SOC C13	Sociology of Health	<ol style="list-style-type: none"> 1. Understand the concept of health, illness and social conditions 2. Analyse the relationship between social factors and health status 3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC - SOC C14	Society in Karnataka	<ol style="list-style-type: none"> 1. Enhance Sociological knowledge about the Local and Regional context of Karnataka 2. Acquaint students with the changing trends in Karnataka with special reference to Development processes and politics 3. Learn about the unique cultures in Karnataka 	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills

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

#

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 9:

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

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

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

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

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

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

DSC SOC C9 -Content of Course : Social Entrepreneurship	60 Hrs
Unit 1 Fundamentals of Social Entrepreneurship	15
<p>Chapter 1 Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relation between Social Change and Social Entrepreneurship</p> <p>Chapter 2 Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Enterprising Nonprofits, Hybrid Models of Social Entrepreneurship</p> <p>Chapter 3 Identifying social business opportunities</p>	
Unit 2 Establishment of Non-Profit Organisations	15
<p>Chapter 4 Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit organisations (NPOs)</p> <p>Chapter 5 Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs</p> <p>Chapter 6 Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p>	
Unit 3 Management and Financing	15

<p>Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p>Chapter 8 Project Management: Definition of Concept; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p>Chapter 9 Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>	
<p>Unit 4 Case Studies</p>	<p>15</p>
<p>Chapter 10 Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B R Hills</p> <p>Chapters 11 & 12 Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)</p>	

Suggested Internet Resources

Unit 1

<https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf>

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

https://web.mit.edu/sloan2/dese/readings/week01/Martin_Osberg_SocialEntrepreneurship.pdf

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

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

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

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

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

[https://www.albany.edu/faculty/miesing/teaching/socent/3 Recognizing Social Opportunities.pdf](https://www.albany.edu/faculty/miesing/teaching/socent/3%20Recognizing%20Social%20Opportunities.pdf)

Unit 2

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

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

Unit 3

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

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

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

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

Reference Books

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

Carlson, Eric J and James Koch, 2018, Building a Successful Social Venture: A Guide for Social Entrepreneurs, Berrett-Koehler Publishers Inc, California

Dees, Gregory and Others 2002 Enterprising Non Profits - A Toolkit for Social Entrepreneurs, John Wiley and Sons

Drucker, Peter 1990 Managing the Non Profits Organisations: Practices and Principles, Harper Collins

Durieux, Mark B. And R A Stebbins 2010, Social Entrepreneurship for Dummies, Wiley Publishing Inc., New Jersey

Hoggard, S 2005 The Business Idea, Springer, Berlin

Lynch, Kevin and Julius Walls Jr. 2009, Mission Inc.: The Practitioner's Guide to Social Enterprise, Berrett-Koehler Publishers Inc, California

Mohanty, S K 2005, Fundamentals of Entrepreneurship, Eastern Economy Edition, Prentice-Hall India, Delhi

Next, Heidi and Others, 2019, Entrepreneurship: Practice and Mindset, Sage Publications, Delhi

Nicholls, Alex 2006 Social Entrepreneurship: New Models of Sustainable Change, Oxford University Press

Praszkier, Ryszard and Andrzej Nowak, 2011, Social Entrepreneurship: Theory and Practice, Cambridge University Press, Delhi

Ruef, Martin 2007, Sociology of Entrepreneurship, Emerald Publishing Limited

Sawang, Sukanlaya 2020 Entrepreneurship Education: A Lifelong Learning Approach, Springer

Sharma, Sangeetha 2016 Entrepreneurship Development, Eastern Economy Edition, Prentice-Hall India, Delhi

Sunder, Pushpa 2013 Business and Community: The Story of Corporate Social Responsibility in India, Sage

Swedberg, Richard (Ed) 2000, Entrepreneurship: The Social Science View, Oxford University Press, London

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

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

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

Dr Ganashruthi

Dr Ramegowda A

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 10:

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

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

1. Understand and appreciate the social organisation among the tribals
2. Assess the impact of social changes on tribal social life
3. Handle micro research work and communicate effectively

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

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

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

DSC SOC C10 - Content of Course : Society and Tribes	60 Hrs
Unit – 1 Concepts and Categories	15
<p>Chapter 1: Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India</p> <p>Chapter 2: Meaning of: Hadis, Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations</p> <p>Chapter 3: Social System, Legal System, Political System, Economic System, Religion and Magic</p>	
Unit – 2 Changes and Development Issues	15
<p>Chapter 4: Social Mobility: Types, Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation</p> <p>Chapter 5: Tribalisation, Detribalisation, Retribalisation</p> <p>Chapter 6: Tribal Development and Welfare: Approaches - Assimilationist and Isolationist; Problems of Exploitation, Land Alienation, Unemployment, Cultural Transformation, Scheduled Areas, Tribal Justice and Modern Law</p>	
Unit – 3 Studying Tribes	15
<p>Chapter 7: Tradition of Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives</p> <p>Chapter 8: Sources of Data: Primary and Secondary</p> <p>Chapter 9: Participatory Method, Case Studies, Sample Surveys, Genealogies</p>	
Unit-4 Field Work	15
Students have to take up field work in any nearby tribal settlement and present their findings in a Seminar and written report	

Reference Books

Ahuja, R 2001 Society in India, Rajat Publications, Jaipur

Bose, N K 1941, Hindu Mode of Tribal Absorption, Science and Culture, Vol VII

Elwin, Verier. 1963. A New Deal for Tribal India.

Forde, G D 1979, Habitat, Economy and Society, Metuen and Co London

Furer-Haimerdorf, Christoph von Tribes of India: The Struggle for Survival, University of California Press, Berkeley

Ghurye, G S 1963 The Scheduled Tribes, Popular Prakashan, Bombay

Hasnain, Nadeem 2011 Tribal India, Palace Prakashan, New Delhi

Kuppuswamy 2010 Social Change in India, Konark Publishers Put Ltd, Delhi

Majumdar, R C 1962 The History and Culture of the Indian People, Vol III, Bharatiya Vidya Bhavan, Bombay

Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development.

Srinivas, M N Social, 1952, Religion and Society Among the Coorgs of South India, Oxford University Press, Delhi

Srinivas, M N, 1966 Change in Modern India Oxford University Press, Delhi

Thurston, Edgar C and K Rangachari Castes and Tribes of Southern India, Gyan Publishing House, New Delhi

Vidyarthi, L P and B K Rai 1985, The Tribal Culture of India, Concept Publishing Company, New Delhi

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 11:

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

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

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

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

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

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

DSC SOC C11 - Content of Course : Statistics in Sociological Research	60 Hrs
Unit 1 Sociological Research	15
<p>Chapter 1 Meaning of Science, Social Science, Research, Research Design</p> <p>Chapter 2 Steps for Conducting Research: Choosing Research Topic, Literature Review, Sources of Data (Primary, Secondary)</p> <p>Chapter 3 Meaning of - Concept, Assumption, Hypothesis; Formulating a Hypothesis; Independent Variable, Dependent Variable; Drawing Conclusion</p>	
Unit 2 Methods of Sociological Research	15
<p>Chapter 4 Qualitative and Quantitative Methods: Meaning, Differences</p> <p>Chapter 5 Survey Methods: Sampling, Questionnaire, Interview</p> <p>Chapter 6 Observation: Participant, Nonparticipant Observation</p>	
Unit 3 Social Statistics	15
<p>Chapter 7 What is Social Statistics? Need for Studying Social Statistics</p> <p>Chapter 8 Definition of - Population, Sample, Count, Fractions, Constant, Variable; Types of Statistics: Descriptive Statistics, Inferential Statistics</p> <p>Chapter 9 Meaning of Frequency Distribution; Construction of Frequency Tables; Diagrammatic and Graphical Representation of Grouped Data: Advantages; Types: Pie Charts, Bar Charts, Histograms, Frequency Curve</p>	
Unit -4 Methods of Statistical Measurement	15
<p>Chapter 10 Measures of Central Tendency: Merits, Demerits; Arithmetic Mean: Merits, Demerits; Median and Mode- Merits, Demerits</p> <p>Chapter 11 Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation</p> <p>Chapter 12 Correlation: Pearson's Correlation, Rank Correlation</p>	

Reference Books

- Agarwal, Y.P. (1995). *Statistical Methods: Concepts, Applications and Computation*, New Delhi: Sterling Publishers.
- Altman, Micah, Jeff Gill and Michael McDonald (2003). *Numerical Issues in Statistical Computing for the Social Scientist*, New York: John Wiley and Sons.
- Babbie, Earl 2013 *The Practice of Social Research*, Cengage, 13th Edition
- Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York
- Bryman, Alan (1988). *Quality and Quantity in Social Research*, London: Unwin Hyman.
- Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*, McGraw Hill New York
- Gupta, S.C. (1990). *Fundamentals of Statistics*, New Delhi: Himalaya Publishing House.
- Gupta, S.C. (1985). *Statistical Methods*, New Delhi: S.Chand and Sons.
- Irvine, J. I. Miles and J.Evans eds. (1979). *Demystifying Statistics*, London: Pluto Press.
- Norton, Peter (2005). *Introduction to Computers*, New Delhi: Tata McGraw Hill.
- Luker, Kristin 2008 *Salsa Dancing into the Social Sciences*, Harvard University Press, Harvard
- Rajaraman, V. (2004). *Fundamentals of Computers*, New Delhi: Prentice Hall.
- Shipman, Martin (1998). *The Limitations of Statistics*, London: Longman.
- Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, Oxford University Press, New Delhi

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 12:

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

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

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

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

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

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

DSC SOC C12 - Content of Course : Sociological Perspectives	60 Hrs
Unit 1 Basics of Theory	15
<p>Chapter 1 Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro</p> <p>Chapter 2 Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking</p> <p>Chapter 3 Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation</p>	
Unit 2 Structural Functional Perspective	15
<p>Chapter 4 Origin of Functionalism and Structuralism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction</p> <p>Chapter 5 Postulates of Functional Analysis</p> <p>Chapter 6 Neo-functionalism</p>	
Unit 3 Conflict Perspective	15
<p>Chapter 7 Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony</p> <p>Chapter 8 Process of Social Conflict and Social Change;</p> <p>Chapter 9 Functions of Social Conflict</p>	
Unit 4 Symbolic Interaction Perspective	15
<p>Chapter 10 Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation</p> <p>Chapter 11 Importance of Meaning; Definition of Situation</p> <p>Chapter 12 Dramaturgy and Everyday Life</p>	

Reference Books

- Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London: Penguin.
- Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.
- Black, Max ed. (1961). The Social Theories of Talcott Parsons: A Critical Examination, Carbondale: Southern Illinois University Press.

Coser, Lewis (1975). *Masters of Sociological Thought: Ideas in Historical and Social Context*, New York: Harcourt Brace Jovanovich.

Firth, Raymond (1957). *Man and Culture: An Evaluation of the Work of Bronislaw Malinowski*, New York: Humanities Press.

Giddens, Anthony (2004). *In Defense of Sociology*, Cambridge: Polity Press.

Giddens, Anthony and J.H. Turner (1987). *Social Theory Today*, Cambridge: Polity Press.

Jeffrey, Alexander C. (1985). *Neofunctionalism*, London: Sage.

Luckmann, Thomas ed. (1978). *Phenomenology and Sociology: Selected Readings*, New York: Penguin Books.

Merton, R.K. (1968). *Social Theory and Social Structure*, New York: The Free Press.

Ritzer, George ed. (2007). *The Blackwell Encyclopedia of Sociology*, Oxford: Blackwell.

Routledge Library Edition (2004). *The Sociology of Radcliffe Brown*, London: Routledge.

Scott, Applelrouth and Laura Desfor Edles (2008). *Classical and Contemporary Sociological Theory: Text and Readings*, California: Pine Forge Press.

Tucker, K.N (2002). *Classical Social Theory*, Oxford: Blackwell Publication

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

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

B.A. Semester VI

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 13:

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

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

1. Appreciate the significant relationship between society and culture
2. Distinguish between health, well-being, illness and disease
3. Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health

Articulation Matrix for Course 13: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the significant relationship between society and culture	X	X		X					X
Distinguish between health, well-being, illness and disease	X	X						X	X
Critique the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health	X			X				X	X

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

DSC SOC C13 - Content of Course : Sociology of Health	60 Hrs
Unit 1 Introduction	15
<p>Chapter 1 Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine</p> <p>Chapter 2 Emergence and Development of Sociology of Health in World and India</p> <p>Chapter 3 Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship</p>	
Unit 2 Determinants of Health	15
<p>Chapter 4 Social Determinants: Class, Caste, Power, Gender, Social Cohesion</p> <p>Chapter 5 Cultural Determinants: Beliefs, Nutrition, Environment</p> <p>Chapter 6 Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood</p>	
Unit 3 Models of Health	15
<p>Chapter 7 Systems of Medicine (Biomedicine and AYUSH); Dominance of Biomedical Model</p> <p>Chapter 8 Sick Role and Experiencing Illness</p> <p>Chapter 9 Hospital as Social Organisation</p>	
Unit 4 Health Care Reform	15
<p>Chapter 10 Medicalisation and Pharamceuticalisation of Health</p> <p>Chapters 11 & 12 Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level</p>	

Reference Books

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

Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.

Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall

Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.

Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.

Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.

Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.

Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.

Schwartz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.

Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan.

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

B.A. Semester VI

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 14:

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

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

1. Acquaint and appreciate the cultural items of Karnataka
2. Critique the social changes occurring in Karnataka
3. Usefulness of sociological study in the contemporary society

Articulation Matrix for Course 14: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Acquaint and appreciate the cultural items of Karnataka	X								
Critique the social changes occurring in Karnataka	X		X	X					X
Usefulness of sociological study in the contemporary society	X							X	X

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

DSC SOC C14 - Content of Course : Society in Karnataka	60 Hrs
Unit – 1 Features of Karnataka	15
<p>Chapter 1: Overview of Karnataka’s History: Antiquity of Land and Language Social Composition: Religion, Language, Caste, Tribe, Class as per latest Census/Sample Surveys; HDI and Regional Disparities</p> <p>Chapter 2: Geography and Politics: Spatial Features: Plains, Coastal and Malnad; Old Mysuru, Hyderabad Karnataka, Bombay Karnataka and present day administrative division (Mysuru, Bengaluru, Kalyana Karnataka and Kittur Karnataka); Political Landscape since Independence</p> <p>Chapter 3: Economic Profile: Developments in Agriculture, Industry and Service Sectors</p>	
Unit - 2 Social Organisation	15
<p>Chapter 4: Religions, Languages, Castes, Tribes and Classes as per latest Census/Sample Surveys</p> <p>Chapter 5: Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues</p> <p>Chapter 6: HDI and Regional Disparities</p>	
Unit – 3 Social Movements of Karnataka	15
<p>Chapter 7: Unification of Karnataka, Save Kannada and Gokak Movements</p> <p>Chapter 8: Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry</p> <p>Chapter 9: Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements</p>	
Unit-4 Studies on Karnataka Society	15
<p>Chapter 10: Contributions of M N Srinivas, S Parvathamma, Hiremallur Ishwaran</p> <p>Chapters 11 and 12: Fieldwork report on Changing Social Institutions and their Impact on Social Life</p>	

Reference Books

Government of Karnataka. Human Development Reports, Planning and Statistics Department, Bangalore.

Jai Prabhakar S C, Socio-Cultural Dimensions of Development in North Karnataka, CMDR

Monograph Series No. – 63.

Panchamukhi P R. 2001. North-South Divide: Karnataka's Development Scenario, CMDR Monograph, Series No.21, pp.1-10, Centre for Multi-Disciplinary Development (CMDR), Dharwad, Karnataka.

Rajyashree, K.S. "Kodava Speech Community: An Ethnolinguistic Study". Online webpage of languageindia.com. M. S. Thirumalai.

Srikanta Sastri, S. 1940. Sources of Karnataka History, Vol I (1940) - University of Mysore Historical Series, University of Mysore, Mysore.

Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore.

Nanjundappa High Commission Report,

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

B.A. Semester VI

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

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

Completion of DSC1-DSC8

Course Objectives

1. Understand the role of education in building a society and enabling its development
2. Appreciate the role of education in perpetuating the existing system of norms and values
3. Appraise educational policies and programs

Course Outcomes (COs) for DSC 15:

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

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

1. Identify the enabling factors associated with education as a tool of development
2. Critique the educational practices and ideologies
3. Critique the policies and programmes associated with education

Articulation Matrix for Course 15: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Identify the enabling factors associated with education as a tool of development	X	X	X	X					
Critique the educational practices and ideologies	X	X		X				X	X
Critique the policies and programmes associated with education	X	X	X						X

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

DSC SOC C15 - Content of Course : Education and Knowledge Society	60 Hrs
Unit 1 Introduction	15
Chapter 1 Meaning of: Education, Knowledge; Nature of Knowledge Society Chapter 2 Meaning of Literacy, Data, Information, Science, Skill, Technology, Wisdom Chapter 3 The Uses of Knowledge Society: Social, Political, Economic	
Unit 2 Theoretical Approaches	15
Unit 4: Structural Functionalism: Emile Durkheim and Talcott Parsons Unit 5: Marxism and Neo-Marxism: Karl Marx and Paul Freire Unit 6: Weberianism and Neo-Weber Approaches: Max Weber and Randall Collins	
Unit 3 Rise of Knowledge Society	15
Chapter 4: Oral Tradition, Written/Printed Tradition; Social Context of Democratisation of Knowledge in 19th and 20th Centuries in India Chapter 5: Modern Tools of Education in India: Schools and Universities - Enrolment, Reach and Gaps Chapter 6: Digital Innovations, Open Access and Knowledge Society in 21st Century	
Unit 4 Contemporary Challenges	15
Chapter 7: The World Declaration on Higher Education for 21st Century; Educational Policies India Chapter 8: Knowledge as Social Capital (Pierre Bourdieu) Chapter 9: Challenges: Teaching and Learning, Ethical Dimensions and Responsibilities of Research	

Suggested Internet Resources

Unit 1

<http://www.ibe.unesco.org/en/glossary-curriculum-terminology/k/knowledge-society>

<https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/knowledge-society>

<https://www.igi-global.com/dictionary/knowledge-based-urban-development/16456>

https://www.jstor.org/stable/j.ctt1pk3jhq.6#metadata_info_tab_contents Defining a ‘knowledge society’, from the book Open Data and the Knowledge Society

https://www.zef.de/fileadmin/user_upload/e220_Hornidge_KSociety%20as%20academic%20concept_2011.pdf ‘Knowledge Society’ as Academic Concept and Stage of Development — A Conceptual and Historical Review

<https://en.unesco.org/themes/literacy> UNESCO’s definition

<https://knowindia.india.gov.in/profile/literacy.php> India’s definition of literacy

<https://www.merriam-webster.com/dictionary/data>

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.923.1016&rep=rep1&type=pdf> The Sociology of Information

<https://www.britannica.com/science/science>

<https://www.britannica.com/technology/technology>

<https://sociologydictionary.org/technology/>

<https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/skill>

<https://www.britannica.com/dictionary/wisdom>

<https://www.econlib.org/library/Essays/hykKnw.html> An essay by V A Hayek on the use of knowledge in society

Unit 2

<https://www.britannica.com/topic/oral-tradition>

<https://ich.unesco.org/en/oral-traditions-and-expressions-00053>

<https://arkansasresearch.uark.edu/what-is-the-difference-between-oral-history-and-traditional-written-history/>

<https://www.indictoday.com/reviews/dharampals-the-beautiful-tree-indigenous-traditional-indian-education-in-the-eighteenth-century/>

<https://swarajyamag.com/culture/how-india-made-britain-more-literate-the-beautiful-tree-beyond-dharampal>

<https://philarchive.org/archive/MNEKDA> Knowledge, Democracy and the Internet

<https://educationforallinindia.com/nfhs5/>

<http://rchiips.org/nfhs/>

<https://aishe.gov.in/aishe/home>

<https://aishe.gov.in/aishe/gotoAisheReports;jsessionid=04A9A4A48288F9BD115AC0AD64A3324>

9

<http://www.asercentre.org/#mv9az>

Unit 3

<https://www.ohchr.org/en/resources/educators/human-rights-education-training/16-world-declaration-higher-education-twenty-first-century-vision-and-action-1998>

https://bice.org/app/uploads/2014/10/unesco_world_declaration_on_higher_education_for_the_twenty_first_century_vision_and_action.pdf

<https://www.socialcapitalresearch.com/bourdieu-on-social-capital-theory-of-capital/>

<https://www.sociologygroup.com/pierre-bourdieu-capital-explained/>

<https://www.sciencedirect.com/book/9780750672221/knowledge-and-social-capital>

Reference Books

Banks, Olive. 1971. *Sociology of Education*, (2nd ed.). London: Batsford.

Bhutan, Sudhanshu 2022, *The Future of Higher Education in India*, Rawat Books, Jaipur

Blackledge, D. and Hunt, B. 1985. *Sociological interpretation of Education*. Crom Helm: London.

Brokover, and D.A. Gottlieb. *A Sociology Education*.

Chitinis, Suma and P.G. Altbach. 1993. *Higher Education Reform in India, Experience and perspectives*. Sage: New Delhi.

Craft, Maurice (ed). 1970. *Family and Education: A Reader*. London: Longman.

Dharampal, 2015 *Essential Writings of Dharampal*, Publications Division, Government of India

Dharampal, 2021, *Indian Science and Technology in the Eighteenth Century*, Rashtrottana Sahitya, Bengaluru

Dharampal, 2021, *The Beautiful Tree*, Rashtrottana Sahitya, Bengaluru

Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford University Press: Oxford.

Nambisan, Geetha B and Srinivasa Rao, *Sociology of Education in India: Changing Contours and Emerging Concerns*

Gore, M.S.(ed). 1975. *Papers on the Sociology of Education in India*. NCERT: New Delhi.

Jayaram, N. 1990. *Sociology of Education in India*. Rawat Publication: Jaipur.

Naik, J.P. 1975. *Quality, quantity and equality in education*. Allied Publication.

Ottaway. *Education and Society: an Introduction to the Sociology of Education*, Routledge & Kegan Paul, London.

Shah, B V And K B Shah 2014 *Sociology of Education*, Rawat Books, Jaipur

SinghaRoy, Debal K, 2014 Towards a Knowledge Society: New Identities in Emerging India, Cambridge University Press, New Delhi

Singh, Amirk and Philip.G. Altabach (ed.) The Higher Learning in India.

Syed, Nurullah and Naik. J.P, History of Education in India during the British Period.

Tayler, William. 1977. The Sociology of Educational Inequalities. Methuen: London.

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

B.A. Semester VI

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

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

Completion of DSC1-DSC8

Course Objectives

1. Develop critical thinking and analytical ability to interpret the social scenario
2. Acquaint the theoretical relevance in understanding social structure and change

Course Outcomes (COs) for DSC 16:

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

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

1. View and analyse social scenario from different sociological approaches
2. Critique the social practices and ideologies
3. Identify and analyse the dynamics of social structure and change

Articulation Matrix for Course 16: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
View and analyse social scenario from different sociological approaches	X	X						X	X
Critique the social practices and ideologies	X	X		X				X	X
Identify and analyse the dynamics of social structure and change	X			X				X	

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

DSC SOC C16 - Content of Course : Modern Sociological Theories	60 Hrs
Unit 1 T Parsons and R K Merton	15
Chapter 1 Talcott Parsons: Meaning of Social Action and its Types, Meaning of Social System, AGIL Model Chapter 2 Robert King Merton: Postulates of Functional Analysis, Manifest and Latent Functions, Middle Range Theories, Paradigm of Deviant Behaviour	
Unit 2 Lewis Coser and R Collins	15
Chapter 3 Lewis A Coser: Functions of Social Conflict Chapter 4: Randall Collins: Microsociological Perspective	
Unit - 3 H Blumer and E Goffman	15
Chapter 5 Herbert Blumer: Three Basic Premises, Structure and Process Chapter 6 Erving Goffman: Dramaturgy	
Unit - 4 J Habermas and Ulrich Beck	15
Chapter 7 Jurgen Habermas: Communicative Theory of Action Chapter 8 Ulrich Beck: Risk Society	

Reference Books:

Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi

Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur

Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur

Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi

Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London

Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur

Wallace, Ruth and Alison Wolf, 2008 Contemporary Sociological Theory: Expanding the Classical Tradition, Prentice-Hall of India, New Delhi

Zeitlin, Irving M 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

BA Semester 5: Discipline Specific Electives

Title of the Course:

DSE 1					
Political Sociology		Society and Religion		Sociology of Human Rights	
Number of Theory Credits	Number of lecture hours/s semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	45	3	45	3	45

BA Semester 6: Discipline Specific Electives

Title of the Course:

DSE 2					
Understanding Development		Sociology of Food Culture		Sociology of Sanitation	
Number of Theory Credits	Number of lecture hours/s semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	45	3	45	3	45

Discipline Specific Elective: B.A. Semester V

Course Title: Political Sociology	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Objectives

- 1) Learn about different conceptions of power in social life
- 2) Understand more about the political culture and contemporary operations of political power
- 3) Learn to think sociologically about important political phenomena like nationalism, violence, and terrorism. The broader learning goals of this course are that you will

Course Outcomes (COs) for DSE 1:

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

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

1. Ability to think critically and comparatively, specifically about power and its operation
2. Analyse the socio-political scenario of India
3. Critique the ideas of nationalism, violence, terrorism, regional aspirations

Articulation Matrix for Course 16: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Ability to think critically and comparatively, specifically about power and its operation	X	X							X
Analyse the socio-political scenario of India	X	X	X	X				X	
Critique the ideas of nationalism, violence, terrorism, regional aspirations	X	X						X	X

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

DSE SOC E1 - Content of Course : Political Sociology	45 Hrs
Unit 1 Introduction	15
Chapter 1: Political Sociology: Meaning, Importance and History; Relationship between Society and State Chapter 2 Meaning of - Political System, Power, Domination, Authority, Hegemony, Nation, State, Citizenship, Government, Governance Chapter 3 Types of Political System: Monarchy, Authoritarian and Totalitarian, Democracy	
Unit 2 Theoretical Approaches	15
Unit 4 Max Weber on Class, Status and Party Unit 5 Karl Marx on Economic Bases of Power Unit 6 Michels' Iron Law of Oligarchy	
Unit 3 State and Society in India	15
Chapter 7 Features of Democratic Party System and Influence of Colonialism Chapter 8 Party Politics and Factionalism, Anti-Defection Law, Local Self Government Chapter 9 Role and Impact of Language, Religion, Caste and Nationalism on Indian Political System	

Reference Books

Ali, Ashraf and C.N. Sharma (1983). Political Sociology: A New Grammar of Politics, Madras: University Press.

Bendix, Reinhard (1968). State and Society, Boston: Little Brown.

Dahl, Robert (1983). Modern Political Analysis, New Delhi: Prentice Hall.

Eisenstadt, S.N. ed. (1971). Political Sociology, New York: Basic Books.

Gould, Harold A. and Sumit Ganguly eds. (1993). India Votes: Alliance Politics and Minority Governments in the Ninth (1989) and Tenth (1991) General Elections, Boulder: West View Press.

Gupta, Dipankar (1996). Political Sociology in India: Contemporary Trends, Hyderabad: Orient Longman.

Hyman, H.H. (1972). Political Socialization: A Study in the Psychology of Political Behaviour, Glencoe: Free Press.

Jangam, R.T. (1980). Text Book of Political Sociology, New Delhi: Oxford and IBH Publishing Company.

Kothari, Rajni ed. (1973). Caste in Indian Politics, New Delhi: Orient Longman.

Lipset, Seymour Martin. (1960). Political Man: The Social Bases of Politics, New York: Feffer and Simons.

Mitra, Subrata K. and James Chiriyandath eds. (1992). Electoral Politics in India: A Changing Landscape, New Delhi: Segment Books

Mukhopadhyay, A.K. (1977). Political Sociology: An Introduction, Calcutta: Bagchi.

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

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

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

Dr Ganashruthi

Date: 03/07/2023 Course Co-ordinator

Dr Ramegowda A

Subject Committee Chairperson

Discipline Specific Elective: B.A. Semester V

Course Title: Society and Religion	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Objectives

- 1) Learn about different religion as a social institution and its various conceptions
- 2) Understand classical sociological ideas on religion
- 3) Exposed to contemporary debates associated with religion and contemporary trends

Course Outcomes (COs) for DSE 1 Society and Religion:

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

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

1. Differentiate and discuss about different conceptions of religion and science
2. Appreciate and apply the sociological approaches to religion
3. Critique the role of religion in contemporary societies

Articulation Matrix for Course 16: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Differentiate and discuss about different conceptions of religion and science	X							X	X
Appreciate and apply the sociological approaches to religion	X	X							
Critique the role of religion in contemporary societies		X	X	X					X

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

DSE SOC E1 - Content of Course : Society and Religion	45 Hrs
Unit 1 Introduction	15
Chapter 1 Religion as a Subject for Sociology; Sociological Understanding of Religion Chapter 2 Meaning of - Myth, Magic, Belief, Ethics, Rationality, Science Chapter 3 Elements of Religion: Ritual, Body, Time, Symbols, Religious Community	
Unit - 2 Theoretical Approaches	15
Unit 4 Durkheim's The Elementary Forms of Religious Life Unit 5 Max Weber's The Protestant Ethic and Spirit of Capitalism Unit 6 Mary Douglas' ideas on Purity and Danger	
Unit - 3 Contemporary Debates	15
Chapter 7 Religion, State and Secularism Chapter 8 Contemporary Religiosity Trends Chapter 9 Religion and Mass Mobilisation: Religious Critique of Society, Religious Violence	

Reference Books

- Baird, Robert D. (ed.), 1995. Religion in Modern India, New Delhi: Manohar.
- Durkheim, E., 1957. The Elementary Forms of Religions Life, London: Allen & Unwin Ltd.
- Jones, Kenneth W., 1989. Socio-religious reform movements in British India, Hyderabad: Orient Longman.
- Kakar, Sudhir, 1982. Shamans, Mystics and Doctors, New Delhi: OUP.
- Madan, T. N. (ed.), 1992. Religion in India, New Delhi: Oxford University Press.
- Malinowski, B., 1948. Magic, Science and Religion, Tambiah, Boston: Beacon Press.
- Muzumdar, H. T., 1986. India's Religious Heritage. New Delhi: Allied.
- Roberts, Keith A., 1984. Religion in Sociological Perspective, New York: Dorsey Press.
- Shakir, Moin (ed.), 1989. Religion, state and politics in India, Delhi: Ajanta Publications.
- Srinivas, M. N., 1952. Religion and Society Among the Coorgs, New Delhi: Asia Publishing

House. Turner, Bryan S., 1991. Religion and Social Theory. London: Sage.

Weber, M., 1958. The Protestant Ethic and the Spirit of Capitalism. London: Allen & Unwin.

Visvanathan, Susan, 1993. The Christians of Kerala, Delhi: OUP.

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

Discipline Specific Elective: B.A. Semester V

Course Title: Sociology of Human Rights	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Objectives

- 1) Understand the History of Human Rights and structure of UDHR
- 2) Appreciate the sociological contributions to theory of human rights
- 3) Understand the contemporary debates around application of human rights

Course Outcomes (COs) for DSE 1 Sociology of Human Rights:

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

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

1. Identify the structure and evolution of UDHR
2. Appreciate and apply the sociological approaches to human rights
3. Critique the relevance and importance of human rights in different contexts

Articulation Matrix for Course 16: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Identify the structure and evolution of UDHR	X							X	X
Appreciate and apply the sociological approaches to human rights	X	X			X			X	X
Critique the relevance and importance of human rights in different contexts	X	X		X				X	X

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

DSE SOC E1 - Content of Course : Sociology of Human Rights	45 Hrs
Unit 1 Introduction	15
Chapter 1 Sociology of Human Rights: Need for the Sociological Approach; Sociopolitical Context of Human Rights Chapter 2 The Structure of Universal Declaration of Human Rights (1st Generation and 2nd Generation Rights) Chapter 3 International Obligations to Human Rights	
Unit 2 Theoretical Approaches	15
Chapter 4 Human Rights as Ethical and Social Concerns Chapter 5 Theory of Natural Rights Chapter 6 Indian Thinkers on Human Rights	
Unit 3 Contemporary Debates	15
Chapter 7 Human Rights and Environment Chapter 8 Human Rights and Cultural Rights Chapter 9 Human Rights and Terrorism	

Reference Books

- Blau, Judith, E. Keri and Iyall-Smith (2006). Public Sociologies Reader, Toronto: Rowman and Littlefield Publications.
- Desai, A.R. (1986). Violation of Democratic Rights in India, Bombay: Popular Prakashan.
- Falk, Richard (2000). Human Rights Horizons: The Pursuit of Justice in a Globalizing World, New York: Routledge.
- Haragopal, G. (1997). The Political Economy of Human Rights, Himalaya, Hyderabad.
- Iyer, Krishna (1983). Indian Social Justice in Crisis, New Delhi: East West Press.
- Jogdand, P.G ed. (2008). Globalization and Social Justice, Jaipur: Rawat Publications.
- Robertson, A.H. (1972). Human Rights in the World, Manchester: Manchester University Press
- UNDP, Human Development Reports
- Zinnos, Albert A. ed. (2007). Human Rights; A Bibliography with Indexes, Inc.: Nova Science Publishers

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

BA Semester 6: Discipline Specific Electives

Title of the Course:

DSE 2					
Understanding Development		Sociology of Food Culture		Sociology of Sanitation	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	45	3	45	3	45

Discipline Specific Elective 2: B.A. Semester VI

Course Title: Understanding Development	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Objectives

- 1) Learn about different conceptions of development
- 2) Critically analyse the theoretical background of development and underdevelopment.
- 3) Familiarises the learner with the debates associated with development

Course Outcomes (COs) for DSE 1:

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

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

1. Ability to think critically and comparatively about development, growth and freedom
2. Analyse the contemporary development discourses
3. Critique the ideas of modernisation, sustainable development and right to development

Articulation Matrix for Course 16: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Ability to think critically and comparatively about development, growth and freedom	X	X	X						X
Critique the ideas of modernisation, sustainable development and right to development	X			X				X	X
Critique the ideas of nationalism, violence, terrorism, regional aspirations	X			X				X	X

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

DSE SOC E1 - Content of Course : Understanding Development	45 Hrs
Unit 1 Introduction	15
<p>Chapter 1 Development: Meaning; Sociological Understanding of Development (Development as Desired Social Change); Development as Freedom (Amartya Sen)</p> <p>Chapter 2 Meaning of Growth, Economic Development, Social Development, Sustainable Development, Social Capital, Right to Development</p> <p>Chapter 3 Impact of Colonialism on Development (Indian Experience)</p>	
Unit 2 Development Discourses	15
<p>Chapter 4 Modernisation and New Modernisation Studies</p> <p>Chapter 5 Dependency Theory</p> <p>Chapter 6 World System Theory</p>	
Unit 3 Contemporary Debates	15
<p>Chapter 7 Human Development Index (HDI), Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)</p> <p>Chapter 8 Regional Disparity, Displacement and Social Exclusion</p> <p>Chapter 9 Rights of Future Generations: Reduce, Recycle, Reuse</p>	

Reference Books

- Alexander K.C. and Kumaran, K.P. 1992. Culture and Development, New Delhi, Sage.
- Haq, Mahabub ul. 1990. Reflections on Human Development, Karachi, Oxford.
- Hoogvelt, Ankie M. 1996. The Sociology of Developing Societies, Delhi. MacMillan.
- Hoselitz, Bert F. 1996. Sociological Aspects of Economic Growth, New Delhi, Amerind Publishers.
- Ian, Roxborough. 1979. Theories of Underdevelopment, Macmillan, London
- Pandey, Rajendra. 1985. Sociology of Development, New Delhi, Mittal.
- Pandey, Rajendra. 1986. Sociology of Underdevelopment, New Delhi, Mittal.
- Sharma, S.L. 1986. Development: Socio-cultural Dimensions. Jaipur, Rawat.
- Smelser, Neil. J. 1988. The Sociology of Economic life, New Delhi, Prentice Hall.

Webster, Andrew. 1988. Introduction to the Sociology and Development, New Delhi, Macmillan.

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

Discipline Specific Elective 2: B.A. Semester VI

Course Title: Sociology of Food Culture	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Objectives

- 1) Understand the sociality aspect of food
- 2) Appreciate the sociological analysis of food and its relation to social life
- 3) Familiarises the learner with the debates associated with food practices and food consumption

Course Outcomes (COs) for DSE 1:

1. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household to industry
3. Critically understand the relationship between food and society

Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Appreciate the complex relations between food, individual and society	X	X		X				X	
Understand the evolution of food production and consumption from household to industry	X	X	X	X		X	X	X	
Critically understand the relationship between food and risk society	X	X		X					

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

DSE SOC E2 -Content of Course :Sociology of Food Culture	45 Hrs
Unit 1 Sociality of Food	15
<p>Chapter 1 Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change</p> <p>Chapter 2 Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian</p> <p>Chapter 3 Local Food Cultures and Taste for Exotic; Diet and Body: Social Appearance and Beauty</p>	
Unit 2 Theoretical Approaches	
<p>Chapter 4 Claude-Levi Strauss: The Culinary Triangle</p> <p>Chapter 5 Pierre Bourdieu: Consumption and Social Stratification</p> <p>Chapter 6 Jean Pierre Poulain: The Food System Perspective</p>	
Unit 3 Food from Domestic to Industry	15
<p>Chapter 7 Industrialisation of Food Production and Distribution</p> <p>Chapter 8 Global Overview: Consumption: Patterns and Reasons; Overeating, Under-eating and Hunger</p> <p>Chapter 9 GM Foods, Organic Foods and Modern Food Practices as Risk Factor</p>	

Suggested Internet Resources

Unit 1

1. <https://www.researchgate.net/publication/313215444> The Sociology of Food Eating and Place of Food in Society
2. <https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence=1> Food Beliefs and Taboos
3. <https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : A Sociology of Food and Eating: Why Now?
4. Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31. <https://doi.org/10.1108/00070709010133766>
5. <https://www.e3s->

conferences.org/articles/e3sconf/pdf/2021/30/e3sconf_farba2021_10027.pdf An article on Sociology of Nutrition

6. Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, *The American Journal of Clinical Nutrition*, Volume 26, Issue 10, October 1973, Pages 1108–1110, <https://doi.org/10.1093/ajcn/26.10.1108>
7. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9566.2008.01128.x> Food and Eating as Social Practice
8. Højlund, S. Taste as a social sense: rethinking taste as a cultural activity. *Flavour* 4, 6 (2015). <https://doi.org/10.1186/2044-7248-4-6>
9. <https://www.aabri.com/manuscripts/141797.pdf> Food and identity: Food studies, cultural, and personal identity

Unit 2

1. <https://www.foodsystemprimer.org/food-production/industrialization-of-agriculture/>
2. <https://www.alimentarium.org/en/magazine/society/industrialisation-food-creates-unease>
3. <https://pubs.iied.org/sites/default/files/pdfs/migrate/9338IIED.pdf> Food Industrialisation and Food Power: Implications for Food Governance
4. <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095827139>
5. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
6. sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x The Shock of the New: A Sociology of Nouvelle Cuisine
7. Meike Brückner, Sandra Čajić & Christine Bauhardt (2021) Reflection: Food as pleasure or pressure? The care politics of the pandemic, *Food and Foodways*, 29:3, 289-298, DOI: 10.1080/07409710.2021.1943612; <https://www.tandfonline.com/doi/pdf/10.1080/07409710.2021.1943612>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

Unit 3

1. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5.
<https://doi.org/10.1108/00070709010001861>
2. https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/Sociology_final_published1039_full.pdf Positioning Food Cultures: Alternative Food as Distinctive Consumer Practice
3. <https://www.uakron.edu/sociology/faculty-staff/rp/Thinking%20Sociologically%20about%20Sources%20of%20Obesity%20in%20the%20United%20States.pdf> Thinking Sociologically about Sources of Obesity in America
4. <https://www.fao.org/3/i7846e/i7846e.pdf> Nutrition and Food Systems:A Report by High Level Panel of Experts

Reference Books

Beardsworth, Alan and Teresa Keil, 1997, *Sociology on the Menu: An invitation to the study of food and society*, Routledge, London

Beck, Ulrich 1992, *Risk Society: Towards a New Modernity*, Sage Publications

Carolan, Michael, 2012, *The Sociology of Food and Agriculture*, Routledge, London

Food Marketing to Children and Youth, 2006, Institute of Medicine, USA

German, John and Lauren Williams (Eds) 2017, *A Sociology of Food and Nutrition: The social appetite*, Oxford University Press, Australia

McIntosh, Wm.Alex, 1996, *Sociologies of Food and Nutrition*, Springer, New York

Murcott, Anne (Ed) 1983, *The Sociology of Food and Eating*, Digitised by Google

Poulain, Jean-Pierrre, 2017, *The Sociology of Food: eating and the place of food in society*, Tr by Augusta Dorr, Bloomsbury, UK

Rastogi, Sanjeev (Ed) 2014, *Ayurvedic Science of Food and Nutrition*, Springer, New York

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

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

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

Dr Ganashruthi

Date: 10/06/2023 Course Co-ordinator

Dr Ramegowda A

Subject Committee Chairperson

Discipline Specific Elective 2: B.A. Semester VI

Course Title: Sociology of Sanitation	
Total Contact Hours: 45	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Objectives

- 1) To understand the social aspects of sanitation and social ordering
- 2) To understand the role of the public in sanitation
- 3) To make the students aware about public health and sanitation conditions in India
- 4) To understand the problems of sanitation in India.

Course Outcomes (COs) for DSE 2:

1. Sensitive to the social base of sanitation and its consequences
2. Appreciate the importance of sanitation for public health
3. Critically understand the relationship between cultural practices and sanitation in India

Articulation Matrix for Open Elective Course 3: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Sensitive to the social base of sanitation and its consequences	X	X		X				X	
Appreciate the importance of sanitation for public health			X	X				X	
Critically understand the relationship between cultural practices and sanitation in India			X	X					

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

DSE SOC E2- Content of Course : Sociology of Sanitation	45 Hrs
Unit 1 Introduction	15
Chapter 1 Sociology of Sanitation: Origin, Scope and Need Chapter 2 Relationship between Public Health, Sanitation and Well-Being Chapter 3 Social Epidemiology: Relation between Sanitation and Epidemics	
Unit 2 Sanitation and Society	15
Chapter Problem of Environmental Sanitation in India Chapter Sanitation, Purity-Pollution and Scavenging Castes Chapter 6 Sanitation and Dignity of Women	
Unit 3 Sanitation in India	15
Chapter 7 Sulabh Sanitation Movement Chapter 8 Sanitation Policies and Programmes Chapter 9 Sanitation in Karnataka: Issues and Concerns	

Reference Books

- Akram, Mohammad.2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in health care: Advances in medical sociology. Mumbai: Jai press.
- Basu S.C. 1991. Hand book of Preventive and Social Medicine 2nd edition, Current Books International, Calcutta.
- Chatterjee, Meera. 1988. Implementing Health Policy, New Delhi: Manohar Publications.
- Cockerham , William C, 1997, Medical Sociology New Jersey : Prentice Hall
- Coe, Rodney M .1970. Sociology of Medicine, New York: McGraw Hill.
- Dalal, Ajit, Ray Shubha, 2005. Ed. Social Dimensions of Health, Rawat.
- Government of India. National Health Policy. 2002. New Delhi: Ministry of health and family Welfare.
- Gupta, Giri Raj (ed.). 1981. The Social and Cultural Context of Medicine in India, New Delhi: Vikas Publishing House.

Jha, Hetukar. 2015. Sanitation in India. Delhi: Gyan Books.

Nagla, B K. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.

Nagla, Madhu. 2013. Gender and Health, Jaipur Rawat Publications

Pais, Richard. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.

Park K. 2002. Textbook of Preventive and Social medicine; 20th edition, Banarasidas Bhanot publishers, Jabalapur.

Pathak, Bindeshwar. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.

Saxena, Ashish. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.

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

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

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

Dr Ganashruthi

Dr Ramegowda A

Date: 03/07/2023 Course Co-ordinator

Subject Committee Chairperson

BA Semester 5: Vocational Course - 1

Title of the Course:

V 1	
Public Health Consultancy	
Number of Theory Credits	Number of lecture hours/semester
1	15

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

Course Objectives

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

Course Outcomes (COs) for DSC 11:

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

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

1. Demonstrate adequate knowledge and skills to a wide range of public health issues
2. Develop action plan for specific, identified public health issues
3. Conduct operational research in institutional and field settings

VOC SOC 1 - Content of Course : Public Health Consultancy	45 Hrs
Unit – 1 Introduction	15
Chapter 1: Definition of Health, Human Behaviour; Social and Cultural Determinants of Health Chapter 2: Public Health: Meaning, Importance; Social Epidemiology and Community Health Chapter 3: Health Policy in India	
Unit - 2 Health Communication	15
Chapter 4: Verbal Vs Non-Verbal Communication; Public Speaking; Using Audio-Visual aid in Communication; Written Communication Chapter 5: Information Education and Communication (IEC); Interpersonal Communication (IPC) Chapter 6: Social and Behaviour Change Communication (SBCC)	
Unit 3: Field Work	15
Students have to go to the field and invasively involve themselves in the following suggested areas. This will be considered for awarding 40% marks of Continuous Assessment. Teachers can choose or modify as per local needs Chapter 7: Sanitation, Personal Hygiene, Control of Infectious Diseases Chapter 8: Awareness about HIV/AIDS, Anti-tobacco Campaigns, Awareness about Alcoholism, Domestic Violence, Sexual Violence Chapter 9: Geriatrics, Maternal and Child Health, Mental Health, Motor Vehicle Accidents, Lifestyle Diseases	

Reference Books

Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.

Annandale Allen (2001). *The Sociology of Health and Medicine– A Critical Introduction*, Cambridge: Polity Press.

Bloom, Samuel W. (1963). *The Doctor and His Patient*, New York: Free Press.

Coe, Rodney M. (1970). *Sociology of Medicine*, New York: McGraw Hill.

Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). *Handbook of Medical Sociology*, New York: Prentice Hall

Cockerham, William C. (1997). *Medical Sociology*, New Jersey: Prentice Hall

Conrad, Peter ed. (2005). *Sociology of Health and Illness: Critical Perspectives*, New York: Worth Publishing.

Dutta, P.R. (1955). *Rural Health and Medical Care in India*, Ambala: Army Education Press.

Madan, T.N. (1980). *Doctors and Nurses*, New Delhi: Vikas.

Ommen, T. K. (1978). *Doctors and Nurses: A Study in Occupational Role Structures*, Bombay: Macmillan.

Baru, Rama V. (1998). *Private Health Care in India*, New Delhi: Sage.

Schwartz, Howard (1994). *Dominant Issues in Medical Sociology*, New York: McGraw Hill.

Venkataratnam, R (1979). *Medical Sociology in an Indian Setting*, Madras: Macmillan

Suggested Internet Resources

Unit 2

<https://doctors.practo.com/the-importance-of-interpersonal-communication-in-medical-practices/#:~:text=Interpersonal communication is important not,in taking care of themselves.>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6101690/>

https://ccp.jhu.edu/documents/EffectiveInterpersonalCommunication_HandbookforProviders_0.pdf

<https://main.mohfw.gov.in/sites/default/files/17563256478856633221.pdf>

[https://www.comminit.com/global/content/information-education-and-communication-iec#:~:text="Information, education and communication \(,and sustaining their own health.](https://www.comminit.com/global/content/information-education-and-communication-iec#:~:text=)

<https://www.emro.who.int/child-health/community-information/information/All-Pages.html>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8281832/>

<https://arogyakeralam.gov.in/2020/03/27/behaviour-change-communication-bcc/>

<https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social-and-behavior-change-communication/>

<https://www.publichealthnotes.com/1142-2/>

https://nidm.gov.in/PDF/Modules/NIDM_SBCC2021.pdf.