BE BOUNDLESS

BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM
(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)

Syllabus for Sociology
(V & VI Semester)

2023-24

BoS Proceedings of Department of Sociology

A meeting of BoS (UG) Sociology was convened on 21-08-2023, at 11.00 am, CBSMS Board room, Bengaluru City University to discuss the following agenda.

Agenda :

1. NEP-2020 5th and 6th Semester Syllabus discussion and approval
2. To consider the Updating of BoE (UG) Panel

Resolution :

1. It is resolved to approve the syllabus as per NEP-2020 provided by State Committee. (enclosed document of 24 pages)
2. It is resolved to update the BoE panel for academic year 2023-24 and same has been submitted to the Registrar Evaluation
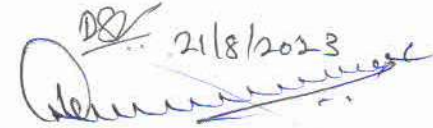
Members Present :   Signature

1. Prof. Jayashree S
   Chairperson, BoS

2. Dr Shashikala S
   Member

3. Mrs Deepa S V
   Member

4. Mr. Hanumantharaya
   Member

5. Dr N Raghukumara
   Member

6. Dr Veena Rani P
   Member

7. Dr Latha B R
   Member

8. Dr Savitha B C
   Co-opt Member

Members Absent:

1. Mrs Kavitha V
2. Mrs Arifa Begaum
3. Mrs Manjula D

Bengaluru City University, Bengaluru
B.A.in **Sociology**
Effective from 2023-24

Sem.	Type of Course	Theory / Practical	Course Code	CourseTitle	Instruction hour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
V	DSCC-9	Theory	SOC C9	Social Entrepreneurship	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	SOC C10	Society and Tribes	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	SOC C11	Statistics in SociologicalResearch	04hrs	56	02 hrs	40	60	100	04
	SEC-04	Theory	SOC-SEC04	Society, Health and Social Care Or Cyber Security	03 hrs	39	90 mins	20	30	50	03
	Total										**15**
VI	DSCC-12	Theory	SOC C12	Sociological Perspectives	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	SOC C13	Sociology of Health	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	SOC C14	Society in Karnataka	04hrs	56	02 hrs	40	60	100	04
				Internship/Dissertation*	02 hrs	26	-	50	0	50	02
	Total										**14**

* BoS committee has decided to invite one of the faculties from Cognate Subject for Viva-Voce/Presentation.

B.A. Semester – V
Discipline Specific Course (DSC)-9
Course Title: Social Entrepreneurship
Course Code: SOC C9

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-9	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Objectives and Course Outcomes (COs):At the end of the course students will be able to:

CO1 : Provide knowledge about social entrepreneurship

CO2 : To help them to start their own social enterprise or NPO

CO3 : Understand the scope and need for social entrepreneurship

CO4 :: Plan and implement socially innovative ideas in the areas of entrepreneurship

DSC SOC C9 -Content of Course : Social Entrepreneurship	56 Hrs
Unit 1 Fundamentals of Social Entrepreneurship	**14**
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 **Chapter 2** : Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Hybrid Models of Social Entrepreneurship **Chapter 3 :** Identifying social business opportunities	
Unit 2 Establishment of Non-Profit Organizations	**14**
Chapter 4 Concept of Non-Government Organizations. **Chapter 5** : Objectives and establishment of Non-Profit organizations (NPOs) ; Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs **Chapter 6** Social Values of NPOs: Mission and Vision; Memorandum of Agreement (MoA) and Bye-Laws	

Unit 3 Management and Financing	14
Chapter 7 Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme **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) **Chapter 9 :** Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation	

Unit 4 Case Studies	14
Chapter 10 Pratham, RUDSET and Vivekananda Girijana Kalyana Kendra, **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)	

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/so-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
Unit 2
http://eprints.lse.ac.uk/29032/1/cswp3.pdfDefining 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 Entrepreneurhsip 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 adn 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

B.A. Semester – V
Discipline Specific Course (DSC)-10
Course Title: Society and Tribes
Course Code: SOC C10

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-10	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Objectives and Course Outcomes (COs):At the end of the course students will be able

to:

CO 1: Gain basic knowledge about social organisation of tribals
CO 2: Critically understand the implications of changes occurring in tribal life
CO 3: Undertake micro research work
CO4: Assess the impact of social changes on tribal social life

DSC SOC C10 -Content of Course : Society and Tribes	56 Hrs
Unit – 1 Concepts and Categories	14
Chapter 1: Tribes and Indigenous People; Scheduled Tribes, Primitive Tribes, De-Notified or ex-criminal Tribes in India; Geographical Distribution of Tribes in India, Tribes of Karnataka **Chapter 2:** Meaning of: Hadis(Settlements), Rules of Marriage, Clan, Lineage, Consanguinity and Affinity; Male-Female relations **Chapter 3:**Social System, Legal System, Political System, Economic System, Religion and Magic	
Unit – 2 Changes and Development Issues	14
Chapter 4: Tribes and Caste, Tribe-Caste-Peasant Continuum, Sanskritisation among Tribes **Chapter 5:** Tribalisation, Detribalisation, Retribalisation **Chapter 6:** Tribal Development and Welfare: (Policy of Assimilation, Isolation and Integration); Problems of Tribes (Exploitation, Land Alienation, Unemployment); Cultural Transformation of Tribes. Scheduled Areas, Tribal Justice and Modern Law	

Unit – 3 Studying Tribes	14
Chapter 7: Tradition of Fieldwork: History and Significance; Ethics of Fieldwork; Etic and Emic Perspectives **Chapter 8:** Sources of Data: Primary and Secondary **Chapter 9:** Participatory Method, Case Studies, Sample Surveys, Genealogies	
Unit-4 Field Work	14
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

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 ProgramOutcomes (POs 1-12)

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

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

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

Reference Books

Agarwal, Y.P. (1995). Statistical Methods: Concepts, Applications and Computation, New Delhi: Sterling Publishers.

Altman, Micah, Jeff Gill and Michael McDonald (2003). Numerical Issues in StatisticalComputing 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, 4thEd. 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

SEC-4
Society, Health and Social Care
Total Credits : 3   **Per week : 3 hours**   **Teaching Hours : 39**

Course Objectives

The main objectives of the course are to :
- Enable the students to acquaint with the basic concepts related to health, health care and social care
- Create awareness regarding the determinants of health and social care
- Identify the stake holders of health and social care and motivating them to appreciate the significance of medical intervention for the prevention and control of contagious diseases

Course Outcomes

1. This course helps the learners gain knowledge about basic concepts of health care and social well being.
2. Learners will be able to identify the main stakeholders of health care
3. Learners develop knowledge to grasp the significance of both formal and informal social care agencies.
4. It equips the learner to identify his role in taking care of aged, sick and children in his family

Unit 1 Introduction (15Hours)

(A) Concept of Health and Health Care
(B) Concept of Social care and social well being
(C) Socio –cultural factors or determinants of health and social care. (Culture, ethnicity income, caste class, housing, geography and relationships)

Unit 2 Stake holders of Health and social care (15 Hours)

(A) Human and social development stages (Infancy, childhood, adolescents and adulthood (early adulthood, middle adulthood and later adulthood)
(B) Health and social care of Children, women and older people
(C) Health and social care of people : people with chronicle illness, Dementia patients, physically and mentally challenged and depressed

Unit 3 Integrated Social care (15 Hours)

(A) Informal Social care (Family, friends, neighborhood and religion)
(B) Formal Social care (Hospital, day care centres/Crèches, Women State Home, Voluntary agencies and Different Helpline)
(C) Social care during Covid 19 and other contagious diseases

Suggested Activities

Unit 1 : Introduction
1. Group Discussion can be organized on socio-cultural determinants of health;
2. Students can be encouraged to participate in group discussion on socio-cultural determinants of social care
4. A discussion can be conducted on importance of health care in the light of changing role of social institutions.

5. Students can be asked to visit slums to examine the relationship between income, housing and health

Unit 2: Stakeholders of Health and Social Care

1. Visiting Primary Health Centers/ old age homes/Orphanages/Day care centres/Women State homes/Correctional institutions and preparing the fieldwork report.

2. Group Discussion can be conducted on evolution of institutionalized social care institutions in India

3. Themes like caring the physically and mentally challenged, caring the dementia patients can be assigned to group of students for discussion.

4. Students can be motivated to study the care institutions available for women in distress.

5. Visiting the orphanages to study the care pattern shown to orphans and debased children.

Unit 3 : Integrated Social Care

1. Students can be encouraged to discuss the role of informal social care shown by family, friends, neighborhood and religion.

2. Group Discussion can be conducted on the relevance of informal social care arrangements in urban India.

3. Students can be encouraged to present seminar on role of Institutional social care arrangements

4. Students can be motivated to visit voluntary organizations operating in the areas of social care.

5. A group discussion can be arranged on how changes in social institutions are posing challenge to social care arrangements;

6. Issues like pressure on health care institutions during pandemic, earthquakes, floods can be discussed.

Suggested Internet Resources

Unit 1 : Introduction

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5778676/

https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4a-concepts-health-illness/se

https://www.jaypeedigital.com/eReader/chapter/9789352500215/ch1

https://www.sciencedirect.com/topics/medicine-and-dentistry/determinants-of-health

https://www.cdc.gov/socialdeterminants/about.html

https://www.ncbi.nlm.nih.gov/books/NBK201298/

https://www.scielo.br/j/sausoc/a/PxrHjYRS8ZgbcWs8drqgChr/?lang=en&format=pdf

Unit 2 : Stakeholders of health and Social Care

https://www.slideshare.net/AbhishekMasih14/major-stakeholders-in-health-care-system

https://www.ahrq.gov/patient-safety/settings/long-term-care/ resource/ hcbs/ medicaidmgmt/mm2.html

http://stanfeld.com/the_most_import/

http://www.genderwork.ca/cpd/modules/health-social-care/

https://unioncsw.world-psi.org/news/women-in-social-care-and-the-crises-of-our-time?lang=en

Unit 3 : Integrated Social Care

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4992501/

https://www.sciencedirect.com/science/article/pii/S0378512212003465

https://unece.org/DAM/pau/age/Policy_briefs/ECE_WG1_31.pdf

https://bmcgeriatr.biomedcentral.com/articles/10.1186/s12877-019-1068-4

https://nursinganswers.net/essays/the-informal-and-formal-carers-health-and-social-care-essay.php

https://www.cairn.info/revue-economie-et-prevision-2019-2-page-91.htm

Suggested Books

1. Albrecht, Gary, L & Fitzpatrick, R (1994) Quality of Life in Health care : Advances in Medical Sociology, Jai Press, Mumbai

2. Coe, Rondney, M (1970,)Sociology of Medicine, McGraw Hill, New York
3. Cockerham, William,C, (1997) Medical Sociology, Prentice Hall, New Jersey
4. Cockerham, Willam,C, (1997) Reading in Medical Sociology, Prentice Hall, New Jersey
5. Conard,Peter, et al. (2000) Handbook of Medical Sociology, Prentice Hall, New Jersey
6. Dasgupta,R (1993) Nutritional Planning in India, NIN, Hyderabad
7. Nayar, K R (1998) Ecology and Health: A System Approach, APH Publishing, New Delhi
8. Venkataratnam, R (1979) Medical Sociology in an Indian Setting, Macmillan, Madras.
9. Peter E.S Freund &Meredith.B,McGuire (1995) Health, Illness & Social body- A critical Sociology, ,Prentice hall inc.
10. Janardan Subedi & Eugine B.Gallagher (1996) Society, Health & Disease-Transculture Perspectives, Prentice hall inc.
11. K.Park (2013) Park's textbook of Preventive & Social medicine, , M/S BanarsidasBhanot Publishers, Jaipur,.
12. Richard T Schaefer (2011), Sociology : A Brief Introduction, Ninth Edition, Tat McGraw Hill Education Pvt. Ltd, New Delhi.

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

B.A. Semester – VI
Discipline Specific Course (DSC)-12
Course Title: Sociological Perspectives
Course Code: SOC C12

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-11	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes and Course outcomes (COs):At the end of the course students will be able to:

CO 1: Understand major Sociological theoretical approaches

CO 2: Compare and contrast the different theoretical perspectives

CO 3: Appreciate the significance of major Sociological theories

CO 4: Able to use fundamental theoretical categories

DSC SOC C12 - Content of Course : Sociological Perspectives	56 Hrs
Unit 1 Basics of Theory	**14**
Chapter 1 : Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro **Chapter 2 :**Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking **Chapter 3:**Meaning of - Induction, Deduction, Fact, Causal Relation, Correlation, Constant, Variable, Generalisation	
Unit 2 Structural Functional Perspective	**14**
Chapter 4: Origin of Functionalism and Structuralism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction **Chapter 5 :**Postulates of Functional Analysis **Chapter :6**Neo-functionalism	
Unit 3 Conflict Perspective	**14**
Chapter 7: Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony **Chapter 8 :**Process of Social Conflict and Social Change; **Chapter 9 :**Functions of Social Conflict	

Unit 4 Symbolic Interaction Perspective	14
Chapter 10 Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation **Chapter 11 :**Importance of Meaning; Definition of Situation **Chapter 12:** Dramaturgy and Everyday Life	

Reference Books

Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London: Penguin.

Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.

Black, Max ed. (1961). The Social Theories of Talcott Parsons: A CriticalExamination, Carbondale: Southern Illinois University Press.

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

Firth, Raymond (1957).Man and Culture: An Evaluation of the Work of BronislawMalinowski, 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 ContemporarySociologicalTheory: 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**
Fieldwork as per Ch 11 and 12 of Unit 4	30
Written Test	10
Total	40

Course Title: Sociology of Health
Course Code: SOC C13

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-12	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Objectives and course Outcomes (COs):At the end of the course students will be able to:

CO 1: Understand the concept of health, illness and social conditions

CO 2: Analyze the inter-relationship between social factors and health status

CO 3: Understand the role of doctors, nurse, pharmaceutical industry and social institutions in maintaining and promoting human health.

CO 4: Distinguish between health, well-being, illness and disease

CO 5: analyze the role of pharmaceutical industry and hospitals critically.

DSC SOC C13 - Content of Course : Sociology of Health	56 Hrs
Unit 1 Introduction	**14**
Chapter 1 Sociology of Health: Meaning, Nature and Need; Scope: Sociology in Medicine and Sociology of Medicine **Chapter 2**Emergence and Development of Sociology of Health in World and India **Chapter 3**Actors: Doctors-Nurses and Paramedical Staff-Patients and their relationship	
Unit 2 Determinants of Health	**14**
Chapter 4 : Social Determinants of health: Class, Caste, Power, Gender, Social Cohesion **Chapter 5 :**Cultural Determinants of health: Beliefs, Nutrition, Environment **Chapter 6 :**Economic Determinants of health: Poverty, Homelessness, Living Conditions, Neighbourhood	
Unit 3 Models of Health	**14**
Chapter 7 Systems of Medicine (Biomedicine and AYUSH);Dominance of Biomedical Model **Chapter 8** Sick Role and Experiencing Illness **Chapter 9** Hospital as Social Organization	

Unit 4 Health Care Reform	14
Chapter 10 Medicalisation and Pharamceuticalisation of Health **Chapters 11 & 12** Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level	

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.

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

Schwatz, 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 outcome.

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

DSC SOC C14 - Content of Course : Society in Karnataka	60 Hrs
Unit – 1 Features of Karnataka	**15**
Chapter 1: Overview of Karnataka's History: Antiquity of Land and LanguageSocial Composition: Religion, Language, Caste, Tribe, Class as per latest Census/Sample Surveys; HDI and Regional Disparities **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 **Chapter 3:** Economic Profile: Developments in Agriculture, Industry andService Sectors	
Unit - 2 Social Organisation	**15**
Chapter 4: Religions, Languages, Castes, Tribes and Classes as per latest Census/Sample Surveys **Chapter 5:** Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues **Chapter 6:** HDI and Regional Disparities	
Unit – 3 Social Movements of Karnataka	**15**
Chapter 7: Unification of Karnataka, Save Kannada and Gokak Movements **Chapter 8:** Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry **Chapter 9:** Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements	
Unit-4 Studies on Karnataka Society	**15**
Chapter 10: Contributions of M N Srinivas, S Parvathamma, HiremallurIshwaran **Chapters 11 and 12:** Fieldwork report on Changing Social Institutions andtheir Impact on Social Life	

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". Onlinewebpage of languageindia.com. M. S. Thirumalai.

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

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

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

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

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

B.A. Semester – VI
*INTERNSHIP/ Dissertation

Title: Area of Specialisation

Type ofCourse	Theory / Practical	Credits	Instruction hour /week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
*INTERNSHIP OR	Theory	02				50	0	50

Course Outcomes (COs):At the end of the course students will be able to:

CO 1: Enable students to have real life exposures, which they theoretically learnt in the classroom

CO 2: To comprehend critically the issues pertaining to chosen area

CO 3: To experience the problems and challenges in the chosen area.

CO 4 : To explore possible employability skills in the chosen area

	Suggested/Recommended area of Specialisation for Internship/Dissertation	
	- Rural Development and PRI - Remand Homes/Prisons - Shorts Stay Homes/ Destitute Homes - Working Women Hostels - Senior Citizen Homes/Old age Homes - Orphanage - NGOs - Anganwadi/Balawadis - Rehabilitation Centers - Hospitals/PHCs - Social Care Institutions - Counselling Centers - NIMHANS - Helplines - Day Care Centers for Children, Elderly and Specially Challenged	

Formative Assessment for Theory	
Assessment Occasion/ type	**Marks**
Project Report Submission	30
Viva-voce/Presentation	20
Total	**50 Marks**
Formative Assessment as per guidelines.	

Internship:

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Note;

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.

UG programme: 2023-24

GENERAL PATTERN OF THEORY QUESTION PAPER PATTERN FOR DSCC/ OEC

(60 marks for semester end Examination with 2 hrs duration)

Part-A

1. Question number 1-05 carries 2 marks each. Answer all 05 questions in 2-3 sentences each : 10 marks

Part-B

2. Question number 06- 11 carries 05 Marks each. Answer any 04 questions : 20 marks

Part-C

3. Question number 12-16 carries 10 Marks each. Answer any 03 questions : 30 marks

Total: 60 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours Prescribed

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UG programme: 2023-24

GENERAL PATTERN FOR SKILL ENHANCEMENT COURSE (SEC)

(30 marks for semester end Examination with 90 MINUTES)

Part-A

1. Question number 1-08 carries 2 marks each. Answer any 05 questions. : 10 marks

Part-B

2. Question number 09- 14 carries 05 Marks each. Answer any 04 questions : 20 marks

Total: 30 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours Prescribed