

ಡಾ. ಮನಮೋಹನ ಸಿಂಗ್
ಬೆಂಗಳೂರು ನಗರ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



Dr. MANMOHAN SINGH
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No.MSBCU/BoS/Syllabus/Arts/ 107/2026-27

Date: 29.06.2026

NOTIFICATION

Sub: Syllabus for the V & VI Semester Under Graduate Courses in the Faculty of Arts -reg

- Ref: 1. Government Order No. ED 166 UNE 2023 Bengaluru dated. 08.05.2024
2. Recommendations of the Boards of Studies in the Faculty of Arts
3. Approval of the Academic Council in its meeting held on 08.06.2026
4. Orders of Vice-Chancellor dated.29.06.2026

The Syllabus prepared by the Boards of Studies for the different Subjects of V & VI semester Under Graduate Courses, in the faculty of Arts based on the Guidelines and Curriculum Structure issued by the Government under ref(1) have been approved by Academic Council meeting held on 08.06.2026.

Accordingly, the CBCS Syllabus for the V & VI Semester UG Courses of Arts Faculty in respect of following subjects are hereby notified for implementation from the academic year 2026-27.

Sl. No.	Subjects
1.	Kannada- V & VI
2.	English – V & VI
3.	BoS in Foreign Languages BA- French - III to VI
4.	Sociology- V & VI
5.	History – V & VI
6.	Political Science – V & VI
7.	Bachelor Social Work – V & VI
8.	Bachelor Visual Arts- V & VI
9.	Physical Education – V & VI
10.	Journalism and Mass Communication – V & VI
11.	Economics – V & VI
12.	Women Studies- V & VI
13.	Physical Education – V & VI

p.t.o

The detailed Syllabi for above subjects are notified in the University Website:
www.bcu.ac.in for information of the concerned.



REGISTRAR

Copy to;

1. The Registrar(Evaluation), Dr. Manmohan Singh Bengaluru City University
2. The Dean, Faculty of Science, MSBCU.
3. The Principals of the concerned affiliated Colleges of MSBCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), MSBCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in



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BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM
[As per SEP]

Syllabus for BA
Sociology

2026-27 onwards

Proceedings of the Meeting of the Board of Studies (UG Sociology)
Dr. Manmohan Singh Bengaluru City University, Bengaluru

Date: 05 May 2026

Time: 11:00 AM

Venue: WBC Board room, 6th floor,

New Academic Block,

Dr Manmohan Singh Bengaluru City University, Bengaluru

Members Present :

1. Prof. R. Rajesh – Chairperson, BOS (UG Sociology), Bengaluru City University
2. Dr. Nagendra M P- Govt. Arts College, Bengaluru *N.P.*
3. Dr Shashikala- Govt. Arts College, Bengaluru
4. Dr Srinivas Govt. Arts College, Bengaluru *Srinivas*
5. Mrs Deepa S V- GFGC -Yelahanka *Deepa*
6. Dr Akshata Paranjyoti- GFGC-Kanakapura *Dr. AKSHATA PARANJYOTI KUMAR - Akshata Paranjyoti*
7. *Dr. Veena K.R. GFGC Malleshwaram, Bengaluru - K.R. Veena*

Members Absent:

1. Prof. Shashikala T- GFGC –Yelahanka
2. Prof Mahesh R- Maharani Cluster University
3. Prof. Rajeshwari- Maharani Cluster University

The Chairperson, Prof. R. Rajesh, welcomed all the members and gave opening remarks. He explained briefly the need for this meeting and agenda for the members of the board.

Agenda.1 : 5th and 6th Semester UG-SEP syllabus preparation – Reg.

Resolution: Members of the board unanimously agreed to approve the syllabus of 5th and 6th Semester as per SEP structure.

Agenda 2: No changes in the panel of examiners

There being no other matter, the meeting concluded with a vote of thanks to the Chair.

Sd/-

Prof. R. Rajesh, Ph.D.

Chairperson

Board of Studies (UG Sociology)

Bengaluru City University

Bengaluru

DR. R. RAJESH Ph.D.
Department of
Bengaluru City University
BENGALURU - 560056

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Dr. MANAMOHAN SINGH
BENGALURU CITY UNIVERSITY

DEPARTMENT OF STUDIES AND RESEARCH IN SOCIOLOGY
Jnana Jyothi-Central College Campus, Dr. Ambedkar Veedhi, Bengaluru – 560 001

UG - 5th and 6th Semester Syllabus (SEP Scheme)

Sem	Paper Title	ESM	IA	Skill/Compulsory Courses	Teaching Hours	Total Credits
V	DSC – Classical Thinkers & Sociological theories (DCSO 511)	80	20	Compulsory Courses	60 hrs	4
V	DSC – Contemporary Social Problems/Emerging Social Issues (DCSO512)	80	20	Compulsory Courses	60 hrs	4
V	Sociology of Environment SEC-02	40	10	Skill Paper	32 hrs 2L+1P per week	2
VI	DSC – Methods and Techniques of Social Research (DCSO 611)	80	20	Compulsory Courses	60 hrs	4
VI	DSC : Sociology of Health and Medicine (DCSO 612)	80	20	Compulsory Courses	60 hrs	4
VI	Sociology of Disaster Management SEC-03	40	10	Skill Paper	32 hrs 2L+1P per week	2

Semester 5: Classical Thinkers & Sociological Theories	
Total Contact hours: 60	Teaching Hours : 4 per Week
Course Credits: 4	Summative Assessment marks: 80
Duration of Exam: 3 hours	Formative Assessment Marks: 20

Course Objectives

- Understand the socio-historical conditions that gave rise to sociological thinking.
- Critically engage with the contributions of foundational thinkers in sociology.
- Familiarize with classical sociological theories and their paradigmatic influence.
- Analyze society using structural, functional, conflict, and interactionist frameworks.
- Cultivate theoretical reasoning and comparative analysis of social phenomena.

Learning Outcomes

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

- Describe the historical and intellectual contexts in which classical sociological theories emerged.
- Explain the major contributions of foundational thinkers such as Karl Marx, Émile Durkheim, and Max Weber.
- Differentiate among key theoretical paradigms-structural-functionalism, conflict theory, and symbolic interactionism.
- Apply classical theories to contemporary social issues and contexts.
- Critically compare theoretical perspectives and develop reasoned arguments on their relevance to modern society.
- Demonstrate the ability to interpret social phenomena through multiple classical theoretical lenses.

Content	60 hrs
Unit 1: Emergence of Sociology and Early Thinkers	12 hours
a. Intellectual background: Enlightenment, revolution, industrialization	
b. Auguste Comte: Positivism and Law of Three Stages, Classification of Sciences	
c. Herbert Spencer: Social Evolutionism and Organic Analogy, Social Darwinism	
Unit 2: Classical Thinkers I - Durkheim and Weber	12 hrs
a. Emile Durkheim: Social facts, solidarity, suicide	
b. Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism	
Unit 3: Classical Thinkers II – Karl Marx and Historical Materialism	12 hrs
a. Dialectical and historical materialism	
b. Class conflict, alienation, surplus value	
Unit 4: Structural and Functional Approaches	12 hrs
a. Structuralism: Levi-Strauss and the logic of binary oppositions	
b. Functionalism: Parsons (AGIL scheme) and Merton (manifest/latent functions)	
Unit 5: Conflict and Interactionist Theories	12 hrs
a. Conflict Theory: Coser, Dahrendorf - power and authority	
b. Symbolic Interactionism: Blumer - self and social interaction	

Suggested Readings and References

- Coser, L. A. (1977). *Masters of Sociological Thought*. Harcourt Brace.
- Ritzer, G. (2011). *Sociological Theory*. McGraw Hill.
- Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. Sage.
- Aron, R. (1967). *Main Currents in Sociological Thought*. Penguin.
- Craib, I. (1997). *Classical Social Theory*. Oxford University Press.
- Giddens, A. (1971). *Capitalism and Modern Social Theory*. Cambridge University Press.
- Bottomore, T. (1983). *Karl Marx: Selected Writings*. Penguin.
- Levi-Strauss, C. (1963). *Structural Anthropology*. Basic Books.
- Parsons, T. (1951). *The Social System*. Free Press.
- Mead, G. H. (1934). *Mind, Self and Society*. University of Chicago Press.

Suggested Activities: Group Discussions

Semester 5: Emerging Social Issues in India	
Total Contact hours: 60	Teaching Hours : 4 per Week
Course Credits: 4	Summative Assessment marks: 80
Duration of Exam: 3 hours	Formative Assessment Marks: 20

Course Objectives:

- 1) To develop conceptual understanding of contemporary social issues, their causes, characteristics & theoretical perspectives in the Indian & Global Context.
- 2) To examine social diversity and inequality through intersectional lenses.
- 3) To analyze the impact of digital transformation (new media, cyber issues, youth unrest & health challenges) on society & explore policy and welfare responses.

Learning Outcomes:

- 1) To explain & critically analyse major contemporary social issues using relevant sociological theories & perspectives. (Understand & Analyse)
- 2) To evaluate the role of intersectionality & digital media in shaping inequalities, identities & emerging social hierarchies. (Analyse & Evaluate)
- 3) To assess social challenges such as cyber crime, youth unrest & ageing, and propose informed solutions or policy measures. (Evaluate & Create)

Content	60 hrs
Chapter 1: Foundations of Social Issues	12 hrs
a. Social Issues: Conceptualization, and characteristics of contemporary social issues.	
b. Causes and consequences of New Challenges - Social, Structural, cultural, economic, political environmental and global.	
c. Theoretical Perspectives: Standpoint-Critical-GAME theories.	
Chapter 2: Diversity, Intersectionality & Emerging Hierarchies	12 hrs
a. Intersectionality Caste, class, Religion, Region, Ethnicity	
b. Gender Dynamics: Examining patriarchy, gender inequality, and violence against women.	
c. Subaltern challenges faced by SCs, STs, LGBTQ and minorities.	
Chapter 3: New Media and Social Media	12 hrs
a. End-users and Consumers of Digital Media	
b. Opportunities for Content Creators	
c. Challenges and Legal dimensions	
Chapter 4: Digital Society & Youth Unrest (12 Hours)	12 hrs
a. Emergence of digital society and the scope of cyber security.	
b. Cyber crimes: Identity theft, phishing, cyber bullying, hacking, and the spread of fake news.	
c. Youth unrest : causes and impact	
d. Measures to address youth unrest	

Chapter 5: Health Challenges and Ageing	12 hrs
a. Health as a fundamental right; determinants of health, major health issues	
b. Changing healthcare system Initiatives by the Government	
c. Ageing as a Social Problems: features, demographics trends	
d. Welfare measures and strategies to promote active ageing	

Suggested Activities

- **Social Problem Mapping Exercise**
- Theory Application Workshop : Divide students into groups; each group applies one sociological perspective (Functionalist, Conflict, Feminist, Symbolic Interactionist, Subaltern) to interpret a selected social issue.
- **Mini Field Observation Report:** Students conduct short observational visits (campus/locality) to identify indicators of social disorganization or anomie and submit a brief reflection.
- **Case Study Analysis on Marginalized Groups :** Students analyse real-life cases related to caste discrimination, gender violence, or tribal displacement using newspaper reports or policy documents.
- **Policy Review Assignment**
- **Classroom Debate**
- **Urban Change Documentation**
- Environmental Issue Survey: Conduct a short questionnaire-based survey on waste management, water usage, or air pollution awareness in the community.
- **SDG Awareness Poster Presentation**
- **Cyber Awareness Campaign :** Students design awareness materials on phishing, fake news detection, cyberbullying prevention.
- **Social Media Usage Reflection Study:** Students analyse their own digital habits and relate them to concepts like digital surveillance, misinformation, or identity formation.
- **Youth Issues Focus Group Discussion**
- **Health Access Mapping Exercise**
- **Interview with Elderly Persons**
- **Government Scheme Review Assignment**

Semester 5: Skill Enhancement Course: Sociology of Environment	
Total Contact hours: 32	Teaching Hours : 2L+1P per Week
Course Credits: 2	Summative Assessment marks: 40
Duration of Exam: 2 hrs	Formative Assessment Marks: 10

Course Objectives

- Develop sociological understanding of environmental issues.
- Build skills in environmental observation, documentation, and reporting.
- Encourage community-based environmental engagement.
- Introduce students to sustainable practices in everyday life.

Content	32 hrs
Unit 1: Understanding Environment and Society	12 hrs
a. Meaning, scope and relevance of Environmental Sociology	
b. Relationship between society and Environment	
c. Environmental problems in contemporary society: Climate change, Deforestation, Water scarcity, Waste generation, Urban pollution	
Unit 2: Environmental Issues in India	10 hrs
a. Environmental movements in India (e.g., Chipko Movement, Narmada Bachao Andolan)	
b. Role of local communities in conservation	
c. Government environmental programmes: Swachh Bharat Mission, Jal Shakti initiatives, Afforestation programmes	
Unit 3: Sustainable Practices and Environmental Action	10
a. Sustainable lifestyles and consumption patterns	
b. Waste management practices: Segregation, Recycling, Composting	
c. Role of youth in environmental protection	

Practical Component

Chapter 1 :

- Prepare a resource mapping exercise of their locality (water sources, green cover, waste points, etc.)
- Maintain a weekly environmental observation diary
- Conduct a short household survey on water usage or waste practices

Skill Outcome: Observation, documentation, and environmental awareness skills

Practical Component

Chapter 2:

- Conduct a case study of a local environmental issue
- Visit a lake, waste management site, forest area, or NGO
- Prepare a fieldwork-based report
- Interview community members or officials

Skill Outcome: Field investigation and case-study writing skills

Practical Component

Chapter 3:

- a. Organize an eco-awareness activity (poster campaign / campus drive / plantation activity)
- b. Practice household waste segregation documentation
- c. Prepare a short environmental audit of campus/locality
- d. Develop a community awareness pamphlet or digital presentation

Skill Outcome: Campaign planning, environmental auditing, teamwork, and communication skills

Suggested Teaching–Learning Methods

- a. Field visits
- b. Mini surveys
- c. Observation diaries
- d. Group discussions
- e. Case study presentations
- f. Community interaction
- g. Awareness campaign design

References

1. Catton, W. R., & Dunlap, R. E. (1980). A new environmental paradigm for post-exuberant sociology. *American Behavioral Scientist*, 24(1), 15–47.
2. Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Routledge.
3. Goldblatt, D. (1996). *Social theory and the environment*. Polity Press.
4. Guha, R. (2000). *Environmentalism: A global history*. Longman.
5. Hannigan, J. (2014). *Environmental sociology* (3rd ed.). Routledge.
6. Mol, A. P. J., & Spaargaren, G. (2000). Ecological modernization theory in debate: A review. *Environmental Politics*, 9(1), 17–49.
7. Mukherjee, R. (2010). *Environmental sociology in India*. Rawat Publications.
8. Pepper, D. (1996). *Modern environmentalism: An introduction*. Routledge.
9. Redclift, M. (1987). *Sustainable development: Exploring the contradictions*. Routledge.
10. Robbins, P. (2012). *Political ecology: A critical introduction* (2nd ed.). Wiley-Blackwell.
11. Shiva, V. (1988). *Staying alive: Women, ecology and development*. Kali for Women.
12. Singh, K. (2013). *Environmental sociology*. Pearson India.
13. Spaargaren, G., Mol, A. P. J., & Buttel, F. H. (2000). *Environment and global modernity*. Sage Publications.
14. United Nations. (1987). *Report of the World Commission on Environment and Development: Our common future*. Oxford University Press.

Government of India, Ministry of Environment, Forest and Climate Change. (2022). *India state of forest report*. Government of India.

Semester 6: Methods & Techniques of Social Research	
Total Contact hours: 60	Teaching Hours : 4 per Week
Course Credits: 4	Summative Assessment marks: 80
Duration of Exam: 3 hours	Formative Assessment Marks: 20

Course Outcome :

1. To introduce students to the fundamentals of social research, its nature, scope, and significance in sociological inquiry.
2. To familiarize students with various research designs, including qualitative, quantitative, and mixed methods.
3. To train students in data collection techniques such as surveys, interviews, observation, and case studies.
4. To develop analytical skills for processing and interpreting data using appropriate tools.
5. To enable students to write and present simple research reports and proposals ethically and systematically.

Learning Outcomes

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

1. Explain the nature, purpose, and scope of sociological research and distinguish between various methodological approaches.
2. Design a basic sociological research study using qualitative, quantitative, or mixed methods.
3. Apply appropriate data collection techniques-such as surveys, interviews, observations, and case studies-in field settings.
4. Analyze and interpret collected data using basic tools for tabulation, coding, and thematic analysis.
5. Demonstrate the ability to ethically structure and present a sociological research report or proposal, following academic norms and referencing standards.

Content	60 hrs
Unit 1:Introduction to Sociological Enquiry	12 hrs
a. Science & Scientific methods; Nature and scope of sociological research; Research-types	
b. Steps for Conducting Research: Choosing Research Topic, Literature Review, Sources of Data (Primary, Secondary)	
c. Hypothesis - Types, Characteristics	
Unit 2: Methods and Tools of Data Collection	14 hrs
a. Sources of Data (Primary, Secondary)	
b. Observation, interview, schedule, and questionnaire	
c. Sampling - types & techniques	
Unit 3: Data Organization and Analysis	14 hrs
a. Coding and tabulation	
b. Measures of central tendency - mean, media and mode,	
c. Measures of Dispersion - Range, standard deviation	
d. Use of software (Excel/SPSS) - basic introduction	

Unit 4: Writing the Report	12 hrs
a. Structuring a sociological report	
b. Referencing and citation (APA/MLA)	
c. Ethics of documentation	
Unit 5: Project Execution	8 hrs
a. Field visit and mini project	
b. Submission of a field-based report (15-20 pages)	
c. Viva-voce presentation	

Suggested Activities:

1. Mini Research Project: Students conduct a small research study (individually or in groups) using a selected method (e.g., survey or interview), analyze the findings, and present the report.
2. Field Visit & Observation Exercise: Visit a community setting or institution (school, market, health center) and submit an observation report using structured/unstructured techniques.
3. Survey Instrument Design: Prepare a questionnaire/interview schedule on a given topic (e.g., youth and social media use), including pilot testing.
4. Data Analysis Workshop: Organize a hands-on session using MS Excel/SPSS/R for basic data coding, tabulation, and representation.
5. Research Proposal Writing: Guide students to frame a research proposal including title, objectives, review of literature, methodology, and ethical considerations.

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

Semester 6: Sociology of Health and Medicine	
Total Contact hours: 60	Teaching Hours : 4 per Week
Course Credits: 4	Summative Assessment marks: 80
Duration of Exam: 3 hours	Formative Assessment Marks: 20

Course Objectives

1. To introduce the sociological understanding of health, illness, and healthcare systems.
2. To analyze the social, cultural, and economic determinants of health.
3. To examine dominant and alternative models of medicine and healthcare.
4. To study health institutions, professionals, and their interactions.
5. To promote critical reflection through field-based learning on health programs and policies.

Unit 1: Introduction	12 hrs
a. Sociology of Health: Meaning, Nature, and Need	
b. Emergence and Development of Sociology of Health – Global and Indian Context	
c. Social, Physical and Psychological Dimensions of Health	
Unit 2: Social, Cultural and Economic Determinants of Health	12 hrs
a. Social Determinants: Class, Caste, Power, Gender, Social Cohesion	
b. Cultural Determinants: Beliefs, Traditions, Food Practices, Environment	
c. Economic Determinants: Poverty, Homelessness, Living Conditions, Neighbourhood	
Unit 3: Models and Systems of Health	12 hrs
a. Systems of Medicine: Biomedicine and AYUSH	
b. Dominance of the Biomedical Model and its Critique	
c. Sick Role (Talcott Parsons) and Experiencing Illness	
Unit 4: Health as a Social System	12 hrs
a. Hospital as a Social Organisation	
b. Primary health centers – objectives & functions	
c. Doctors, Nurses, Paramedical Staff, Patients – Relationships and Dynamics	
Unit 5: Contemporary Issues in Health Care	12 hrs
a. Medicalisation of Health: Meaning and Critiques	
b. Pharmaceuticalisation: Role of Drug Industry and Consumption of Medicines	
c. Commercialization of Health Services	

Reference Books

1. Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.
2. Annandale Allen (2001). The Sociology of Health and Medicine— A Critical Introduction, Cambridge: Polity Press.
3. Bloom, Samuel W. (1963). The Doctor and His Patient, New York: Free Press.
4. Coe, Rodney M. (1970). Sociology of Medicine, New York: McGraw Hill.
5. Chloe Bird, Peter Conrad and Alan Fremont eds. (2000). Handbook of Medical Sociology, New York: Prentice Hall.
6. Cockerham, William C. (1997). Medical Sociology, New Jersey: Prentice Hall
7. Conrad, Peter ed. (2005). Sociology of Health and Illness: Critical Perspectives, New York: Worth Publishing.
8. Dutta, P.R. (1955). Rural Health and Medical Care in India, Ambala: Army Education Press.
9. Madan, T.N. (1980). Doctors and Nurses, New Delhi: Vikas.
10. Ommen, T. K. (1978). Doctors and Nurses: A Study in Occupational Role Structures, Bombay: Macmillan.
11. Baru, Rama V. (1998). Private Health Care in India, New Delhi: Sage.
12. Schwatz, Howard (1994). Dominant Issues in Medical Sociology, New York: McGraw Hill.
13. Venkataratnam, R (1979). Medical Sociology in an Indian Setting, Madras: Macmillan.

Suggested Activities

1. Field Visits to Health related Organisations
2. Presentations of Field Visits reports

Semester 6: Skill Enhancement Course: : Sociology of Disaster Management	
Total Contact hours: 32	Teaching Hours : 2L+1P per Week
Course Credits: 2	Summative Assessment marks: 40
Duration of Exam: 2 hrs	Formative Assessment Marks: 10

Course Objectives

- Introduce students to the sociological dimensions of disasters.
- Develop skills in vulnerability assessment and community-level preparedness.
- Train students in basic disaster response awareness and documentation.
- Encourage participation in local disaster-risk reduction initiatives.

Content	32 hrs
Unit 1: Understanding Disasters and Society	12rs
a. Meaning and types of disasters: natural and human-made	
b. Social causes and consequences of disasters	
c. Disaster risk in India: Floods, Droughts, Earthquakes and Cyclones	
d. Urban hazards (fires, building collapse, industrial accidents)	
Unit 2: Community, Institutions, and Disaster Response	10 hrs
a. Community participation in disaster preparedness	
b. Role of local governance institutions in disaster management	
c. Role of schools, hospitals, and civil society during disasters	
Unit 3: Disaster Preparedness, Mitigation, and Community Awareness	10 hrs
a. Disaster preparedness at household and community levels	
b. Early warning systems and evacuation planning	
c. Role of youth in disaster-risk reduction	

Practical Component

Unit 1:

- Prepare a local hazard mapping exercise
- Identify vulnerable groups in their locality
- Maintain a disaster awareness observation diary
- Conduct a short household preparedness survey

Skill Outcome: Risk identification, social vulnerability analysis, and documentation skills

Practical Component

Unit 2:

- Visit a local disaster management office / fire station / PHC / NGO
- Conduct interviews with officials or community volunteers
- Prepare a case study of a recent disaster event
- Document local preparedness infrastructure

Skill Outcome: Institutional understanding, interview techniques, and case-study preparation

Practical Component

Unit 3:

1. Design a community disaster preparedness plan
2. Organize an awareness campaign (poster drive / mock drill support / leaflet distribution)
3. Prepare a campus or village safety audit checklist
4. Develop emergency contact and response resource charts

Skill Outcome: Planning, teamwork, awareness-building, and community engagement skills

Suggested Teaching–Learning Methods

- a. Hazard mapping exercises
- b. Field visits to local response agencies
- c. Case study documentation
- d. Mock preparedness planning
- e. Group presentations
- f. Community interaction activities

References

1. Ariyabandu, M. M. (2009). Sex, gender and gender relations in disaster. Practical Action Publishing.
2. Bankoff, G., Frerks, G., & Hilhorst, D. (2004). Mapping vulnerability: Disasters, development and people. Earthscan.
3. Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2014). At risk: Natural hazards, people's vulnerability and disasters (2nd ed.). Routledge.
4. Coppola, D. P. (2015). Introduction to international disaster management (3rd ed.). Butterworth-Heinemann.
5. Government of India. (2005). Disaster Management Act, 2005. Government of India.
6. Kapoor, A. (2010). Vulnerability and resilience in disaster management. Sage Publications India.
7. National Disaster Management Authority (NDMA). (2019). National disaster management plan. Government of India.
8. Oliver-Smith, A. (1996). Anthropological research on hazards and disasters. Annual Review of Anthropology, 25, 303–328.
9. Pelling, M. (2003). The vulnerability of cities: Natural disasters and social resilience. Earthscan.
10. Quarantelli, E. L. (1998). What is a disaster? Perspectives on the question. Routledge.
11. Shaw, R., Pulhin, J. M., & Pereira, J. J. (2010). Climate change adaptation and disaster risk reduction. Emerald Publishing.
12. Tierney, K. (2014). The social roots of risk: Producing disasters, promoting resilience. Stanford University Press.
13. UNDRR. (2015). Sendai framework for disaster risk reduction 2015–2030. United Nations Office for Disaster Risk Reduction.
14. Wisner, B., Gaillard, J. C., & Kelman, I. (2012). Handbook of hazards and disaster risk reduction. Routledge.
15. Yadav, S. S. (2018). Disaster management. Pearson India.

Assessment pattern for Core Courses

Activity Report Presentation	Test	Total
10	10	20

Assessment Pattern for SEC

Report Presentation	Test	Total
5	5	10

Question Paper Pattern for SEC

Section A :

Answer any 10 of the following questions in 2-3 sentences.

Each question carries 2 marks (10X2=20)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section B:

Answer any 4 of the following questions, each question carries 5 marks (4x5=20)

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.