



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/RIH-275/BOS /Sociology (UG) /20-21/ 1024

Date: 19 OCT 2020

NOTIFICATION

Sub: Regarding introduction of the syllabus of Sociology UG under C.B.C.S.
w.e.f. the academic year 2020-21 & onwards.

- Ref: 1. UGC Letter DO No. 1-1/2016(SECY), dt. 10.08.2016.
2. Special BOS Res. No. 02, dt. 10.07.2020.
3. Special Faculty Res. No. 08, dt. 07.08.2020.
4. Special Academic Council Res. No. 23, dt. 21.08.2020.
5. Vice-Chancellor's order dated 8 OCT 2020

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated degree colleges coming under the jurisdiction of Karnatak University, Dharwad that the Sociology UG syllabus for I to VI Semester which is annexed herewith in Annexure-A is introduced under C.B.C.S. from the academic year 2020-21 & onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all the concerned. The prescribed C.B.C.S. syllabus may also be obtained through K.U. website (www.kud.ac.in).

(Dr. Hanumantappa K.T)
REGISTRAR

To,

1. The Chairman, BOS Sociology (UG), Dept. of Sociology, K.U.Dharwad.
2. The Chairman, Dept. of Sociology, K.U.Dharwad.
3. The Principals of all the constituted and affiliated degree colleges under the jurisdiction of Karnatak University, Dharwad.
4. The Registrar (Evaluation), K.U.Dharwad.

Copy fws to:

1. Dr. M.A.Jalihah, Dean, Faculty of Social Science, Dept. of Psychology, K.U.Dharwad.
2. The Director, IT Section, Examination Section, K.U.Dharwad for information and to upload on K.U.Website (www.kud.ac.in).

Copy to:

1. PS to Vice-Chancellor, K.U.Dharwad.
2. S.A. to Registrar, K.U.Dharwad.
3. O.S., Exam UG / Confl / QP / GAD Section, K.U.Dharwad.
4. The System Analyst, Computer Unit Exam Section, K.U.Dharwad.

KARNATAK UNIVERSITY
DEPARTMENT OF STUDIES IN
SOCIOLOGY

Bachelor of Arts Degree (B. A.) in Sociology

Choice Based Credit System (CBCS)

Syllabus for Sociology (UG)

With effect from 2020-21 and onwards

KARNATAK UNIVERSITY PAVATE NAGAR,
DHARWAD

KARNATAK UNIVERSITY,

Department of Sociology, DHARWAD

**Choice Based Credit System (CBCS) Syllabus for Sociology (UG) with effect
from 2020-21 and onwards for Bachelor of Arts Degree in Sociology (I
Semester to VI Semester)**

S E M	PAPER NO	TITLE	NO. OF CREDITS L+T =6	I A MARKS	THEOR Y EXAM	TOTAL MARKS	Hrs/ Week
I	DSC-1A	Introduction to sociology	5+1=6	20	80	100	6
II	DSC-1B	Social Institutions & Change	5+1=6	20	80	100	6
III	DSC-1C	Study of Indian Social Thought	5+1=6	20	80	100	6
IV	DSC-1D	Study of Western Social Thought	5+1=6	20	80	100	6

V Sem Elective papers : students can opt one of the following

	DSE-1E	Study of Indian Society : Continuity and Change	5+1=6	20	80	100	6
V	DSE-1E	Study of Rural Society and Development	5+1=6	20	80	100	6
	DSE-1E	Study of Urban Society	5+1=6	20	80	100	6

Generic Elective : To be opted by students of Non-DSC Sociology in V sem

V	GE-1E	Sociology of Mass media	2+0=2	10	40	50	2
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**Skill Enhancement Course : To be opted by students of DSC Sociology Students in
V Sem**

V	SEC-1E	Sociology of Entrepreneurship	2+0=2	10	40	50	2
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VI Sem Elective Papers : students can opt one of the followings

	DSE-1F	Methods of Social Research	5+1=6	20	80	100	6
VI	DSE-1F	Indian Society : Contemporary Challenges	5+1=6	20	80	100	6
	DSE-1F	Study of Marginalized Groups	5+1=6	20	80	100	6

Generic Elective : To be opted by students of Non-DSC Sociology in VI sem

VI	GE-1F	Study of Social Disaster	2+0=2	10	40	50	2
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**Skill Enhancement Course : To be opted by students of DSC Sociology Students in
VI Sem**

VI	SEC-1F	Society, Health and Social Care	2+0=2	10	40	50	2
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I SEMESTER: DSC-1A (Discipline Specific Course)

INTRODUCTION TO SOCIOLOGY

(w.e.f 2020-2021)

**Total Credits : 5+1=6
: 60**

Per week : 6 hours

Teaching Hours

Objectives:

This course will help the students to :

- Understand the fundamental concepts and perspectives in Sociology
- Estimate the significance of social process in social life.
- Assess the importance of culture

Learning outcomes

1. It enables the learners to understand the origin and development of Sociology, as well as to comprehend the three basic perspectives in sociology
2. It helps the learners in acquainting with the fundamental concepts of sociology and estimate the significance of socialization in molding human behaviour
3. It assists students in comprehending the significance of social interaction and social processes in social life
4. It helps the learners to appreciate the significance of culture and interrelated concepts

I Introduction

(12 Hours)

(A) Origin & Development of Sociology

(B) Meaning, Scope and Importance of Sociology

(C) Perspectives in Sociology (Functionalist, Conflict and Interactionist)

II. Basic Concepts

(12 Hours)

(A) Society: Meaning & Characteristics

(B) Community: Meaning & Characteristics

(C) Institutions and Associations: Meaning & Characteristics

III. Socialization

(12 Hours)

(A) Meaning, Characteristics & Importance

(B) Agencies of Socialization –Family, School, , Religion & Mass media

(C) Types of Socialization (Primary socialization, Anticipatory socialization, Re-Socialization. Positive and Negative socialization

IV. Social interaction & Social Processes

(12 Hours)

(A) Social Interaction – Meaning, & Significance

(B) Social Processes- Meaning & Characteristics

(C) Major Social Processes- Cooperation, Competition, Conflict & Assimilation (Meaning, characteristics, & significance)

V. Culture & Civilization

(12 Hours)

(A) Culture-Meaning, Nature & Importance

(B) Culture & Civilization

(C) Cultural Lag & Cultural Diffusion

Suggested Readings:

1. Abraham Francis (2006): Contemporary Sociology, Oxford University Press, New Delhi
2. Bottomore T.B., 1971. Sociology - A guide to problems and literature. Delhi: Blackie and Sons Publishers Pvt. Ltd.,
3. Davis, Kingsley. 1981. Human Society. Delhi: Surjeet Publications.
4. Goode, William J., 1977. Principles of Sociology. United States of America: McGraw-Hill, Inc.
5. Giddens Anthony (2001): Sociology (4th Edn), Blackwell Publishers, Cambridge, UK
6. Gisbert Pascual (1983): Fundamentals of Sociology, Orient Longmans, Bombay, 1983.
7. Green A W (1964): Sociology – Analysis of Life in Modern Society (4th Edn.),
8. Haralambos Michael (1997): Sociology – Themes and Perspectives, Oxford University Press, Delhi
9. Horton and Hunt. 1964. Sociology - The Discipline and its Dimensions. Calcutta: New Central Book Agency.
10. Ian Robertson (1980): Sociology, Worth Publishers, INC. New York 1980
11. Inkeles, Alex. 1975. What is Sociology? New Delhi: Prentice Hall.
12. Johnson, Harry M.. 1988. Sociology - A Systematic Introduction. New Delhi: Allied Publishers Pvt. Ltd.
13. Jayaram N 1988: Introductory Sociology, MacMillan India, Madras.
14. Leslie Gerald, Richard Larson, Benjamin Gorman, (1994): Introductory Sociology – Order and Change in Society (3rd Edn) , Oxford University Press, Delhi
15. Mulgund, I C (2008): Readings in General Sociology, Shrusti Prakashan Dharwad
16. Ogburn and Nimkoff (1964): A Handbook of Sociology, Eurasia Publishing House (pvt).Ltd, Ram Nagar, New Delhi
17. Pais, Richard (Ed.) 2008, Principles of Sociology, Mangalore, Mangala Publications.
18. Samuel Koenig (1960): Sociology –An Introduction to the Science of Society, Barnes and Noble, INC, New York.
19. Shankar Rao (2004): Sociology: Primary Principles, S.Chand & Co, New Delhi.
20. Sharma R N (1976): Principles of Sociology, Media Publishers and Promoters limited, Bombay.
21. Samir Dasgupta and Paulomi Saha (Ed), An Introduction to Sociology, Pearson, New Delhi (2012)
22. Thomas J Sullivan (2004): Sociology – Concepts and Applications in a Diverse World (6th Edn), Pearson, USA.
23. ^a ¹ (2011), ^a ¹ (2011), ^a ¹ (2011), ^a ¹ (2011)

II SEMESTER: DSC -1B (Discipline Specific Course)

SOCIAL INSTITUTIONS & CHANGE

(w.e.f. 2020-21)

**Total Credits : 5+1=6
: 60**

Per week : 6 hours

Teaching Hours

Objectives: This course will help the students to :

- Understand the important social institutions, groups and their significance
- Study social stratification and social mobility
- Examine the concept of control and social change
- Comprehend the process of social change and its factors

Learning outcomes

- Learners will come know about the meaning and importance of social institutions in the light of functionalist and conflict perspective
- Learners will be able to understand the meaning of social groups, typology and their importance
- It helps them to know how societies have stratified all over the world and to know the process of social dynamics.
- It assists them in knowing the normative structure of human society and process of change in detail

I. Social Institutions

(12 Hours)

(A) Meaning and Importance

(B) Marriage and Family- Meaning, Nature & Recent Changes

(C) Religion - Meaning, Elements, functions & dysfunctions

II. Social Groups

(12 Hours)

(A) Meaning, Characteristics & Importance

(B) Primary & Secondary groups-Meaning, Features, Importance & Differences

(C) Organized & Unorganized groups –Meaning, features & Differences

III. Social Stratification & Mobility

(12 Hours)

(A) Social Stratification-Meaning, Nature & Functions

(B) Forms of Stratification- Slavery, Estates, Class & Caste

(C) Social Mobility- Meaning, Types & Factors

IV. Social Control

(12 Hours)

(A) Meaning, Nature, & Importance

(B) Informal Agencies of Social control – Customs, Folkways, Mores

(C) Formal Agencies of Social control – Law & Education

V. Social Change & Globalization

(12 Hours)

(A) Social Change – Meaning, Nature and Factors (Physical, Biological, Technological & Cultural)

(B) Theories of Social Change – Cyclical & Uni-linear

(C) Globalization & Social change

Suggested Readings:

1. **Abraham Francis (2006):** Contemporary Sociology, Oxford University Press, New Delhi
2. **Bottomore, TB :** Sociology : A Guide to Proglems and Literature, Bombay : George Allen and Unwin (India)
3. **David Popenoe (1977) :**Sociology (3rdEdn), Prentice Hall INC, Engelwood Cliffs, New Jersey
4. Davis K. 1981. *Human Society*. Delhi: Surjeet Publications.
5. **Fulcher James & Scott John(2003) :** Sociology(2nd Ed.), Oxford University Press, New York, 2003.
6. Gisbert P. 1973. *Fundamentals of Sociology*. Bombay: Orient Longman.
7. Haralambos M. 1991. *Sociology - Themes and Perspectives*. Delhi: Oxford University Press.
8. **Haralambos Michael (1997):** Sociology – Themes and Perspectives, Oxford University Press, Delhi
9. Harry M. Johnson, 1988. *Sociology - A Systematic Introduction*. New Delhi: Allied Publishers Pvt. Ltd.
10. **Horton Paul and Hunt Chester (1984):** Sociology, McGraw Hill Co, New Delhi
11. **Ian Robertson(1980) :** Sociology, Worth Publishers, INC. New York 1980
12. **Jayaram N 1988 :** Introductory Sociology, MacMillan India, Madras.
13. Kuppaswamy B. 1982. '*Social Change in India*', New Delhi: Vikas Publishing House Private Limited.
14. Madan T.N. (ed), 1985. *Religion in India*, New Delhi: Oxford University Press.
15. Madan G.R. 1976. *Social Change and Problems of development in India*. New Delhi:Oxford University Press.
16. **Mckee James (1981):** Sociology-The Study of Society, Holt, Rinehart and Winston, New York Mitchell
17. **Mulgund I.C.(2008):** Readings in General Sociology, Shruthi Prashan, Dharwad.
18. Pais, Richard (Ed.) 2008, *Social Institutions and Social Change*, Mangalore, Mangala Publicatio
19. **Popenoe David (1977) :** Sociology (3rd Edn), Prentice Hall, INC., Englewood Cliffs New Jersy.
20. **Richard T Schaefer and Robert Lamm(1992) :** Sociology (4th Edn.), McGraw Hill., INC, New York.
21. **Schaefer and Lamm (1992):** Sociology (4th Edn) McGraw Hill, INC, New York
22. **Shankar Rao (2004):** Sociology: Primary Principles, S.Chand & Co, New Delhi.
23. **Sharma R N (1976):** Principles of Sociology, Media Publishers and Promoters limited, Bombay.
24. Wach, Joachim, 1944. *Sociology of Religion*. Chicago: The University of Chicago Press.
25. Worsley, Peter (ed), 1992. *The New Introduction to Sociology*. London: Penguin Books.
26. Young, Kimbal& Mack R.W. 1969. *Systematic Sociology*. New Delhi: Eurasia Publication House.

III SEM : DSC - 1C (Discipline Specific Course)
STUDY OF INDIAN SOCIAL THOUGHT
(with effect from 2021-22)

Total Credits : 5+1=6
: 60

Per week : 6 hours

Teaching Hours

Objectives:

This course will help the students to :

- Familiarize with the meaning, nature and importance of social thought
- Know the contributions of ancient, medieval and modern thinkers to the development of social thought.

Learning Outcomes

- Students will understand the contributions of social philosophers, social thinkers, reformers and seers in the enrichment of social thought.
- Students will appreciate the contributions of Manu and Basaveshwara, Jyotiba Phule, Dr BR Ambedkar, Mahatma Gandhiji who at different points of time contributed to the development of social thought in India.
- Learners will acquaint with the Contributions of M.N. Shrinivas and understand the social change in Indian social system through Sanskritisation and westernization

1: Introduction

(12 Hours)

(A) Meaning, Nature and Importance of Social Thought

(B) Contribution of Manu (Dharma, Meaning, Sources and Types)

(C) Contribution of Ram Manohar Lohia (1910-1967) : Ideas on Socialism

2. Basaveshwara (1134-1168)

(12 Hours)

(A) Concept of Kayaka

(B) Social Equality

(C) Status of Women

3. Mahatma Jyotiba Phule (1827 to 1890) and Dr B.R. Ambedkar (1891-1956)(12 Hrs)

(A) Phule on Social Revolution

(B) Dr. BR Ambedkar on Eradication of untouchability

(C) Views of Ambedkar on Caste system

4: Mahatma Gandhiji (1869-1948)

(12 Hours)

(A) Views of Gandhiji on Truth & Non violence

(B) Satyagraha

(C) Sarvodaya

5. M.N. Srinivas (1916-1999)

(12 Hours)

(A) Sanskritisation

(B) Westernization

(C) Dominant Caste

Suggested Readings:

1. **Ambedkar, B.R.:** Complete works of Dr. B.R. Ambedkar Vol-I Govt. Maharashtra, Bombay (Also available Kannada)
2. Barnes H E. (1959): Introduction to the History of Sociology. Chicago: The University of Chicago Press.
3. Desai, AR 1976, Social Background of Indian Nationalism, Bombay: PPH
4. Mali H.B (2001) : Samajik Chintaneya Adyayana(Kannada)", Bharat Prakashan, Dharwad.
5. Mulgund, I C (2008) : Readings in General Sociology, Shruti Prakashan Dharwad
6. M.K. Gandhi: Autobiography Navjeevan Prakashan Ahamedbad
7. Nagesh H.V (2001): Samajika Chintane - Vandu Adyayana(Kannada), Bharat Prakashan, Dharwad.
8. Pandharinath Prabhu (1961): Hindu Social Organsiation, Popular Prakashan, Bombay.
9. Rammanohar Lohia and socialism in India, by V. K. Arora.Deep & Deep Publications,
10. Shankar Rao C.N (2001) : Study of Social thought, Jai Bharat, Magalore 1st Edition.
11. Sharma R N (1981): Indian Society, Media Publishers and Promoters limited, Bombay.
12. Sharma R N and Sharma RK: Indian Social Thought, Media Publishers and Promoters limited, Bombay.
13. Srinivas, M.N.: Caste in Modern India and other Essays Popular Prakashan Bombay
14. Srinivas, M.N.: Social Change in India Popular Prakashan Bombay
15. Socialist Thought in India: The Contribution of Rammanohar Lohia by Arumugam,
16. Socialist thought in India: with special reference to Lohia's quest for indigenious socialism, by Prakasa Sastri. Printwell Publishers,
17. ಅಣ್ಣಾಜಿ (1998), ಸಮಾಜ ಸುಸ್ಥಕಾಲಯ, ಧಾರವಾಡ.
18. ಸಮಾಜ ಸುಸ್ಥಕಾಲಯ : ಸಮಾಜ ಸುಸ್ಥಕಾಲಯ, ಧಾರವಾಡ, 2011-12, ಅಣ್ಣಾಜಿ ಸಮಾಜ ಸುಸ್ಥಕಾಲಯ
19. ಅಣ್ಣಾಜಿ (2018): ಸಮಾಜ ಸುಸ್ಥಕಾಲಯ, ಧಾರವಾಡ

IV SEMESTER: DSC-1D (Discipline Specific Course)

STUDY OF WESTERN SOCIAL THOUGHT (w.e.f 2021-22)

**Total Credits : 6
: 60**

Per week : 6 hours

Teaching Hours

Objectives: this course will help the students to :

- Assess the contributions of Western thinkers to the growth and emergence of social thought
- Appreciate the significance of western social thought in developing critical thinking, analytical ability to interpret the social scenario

Learning Outcomes

1. Learners to become acquaint with the philosophical roots of sociological theory through the contributions of classical sociological thinkers
2. Students to acquire a preliminary understanding of the classical sociological thinkers and sociologists.
3. Course seeks to strengthen the theoretical foundations.

I: Auguste Comte (1798-1857) (12 Hours)

- (A) Positivism & Law of Three Stages
- (B) Hierarchy of Sciences
- (C) Social Statics & Social Dynamics

II: Karl Marx (1818-1883) (12 Hours)

- (A) Historical Materialism
- (B) Theory of Class Struggle
- (C) Theory of Alienation

III: Herbert Spencer (1820-1903) (12 Hours)

- (A) Theory of Evolution-Social Darwinism
- (B) Organic Analogy
- (C) Types of Society

IV: Emile Durkheim (1858-1917) (12 Hours)

- (A) Methodology and Social Facts
- (B) Division of Labour
- (C) Theory and Typology of Suicide

V: Max Weber (1864-1920) (12 Hours)

- (A) Ideal Types
- (B) Protestant Ethic & Spirit of Capitalism
- (C) Bureaucracy

Suggested Readings:

1. Aron Raymond. 1967(1982 reprint).: Main Currents in Sociological Thought, (2 Volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes H E. (1959).: Introduction to the History of Sociology. Chicago: The University of Chicago Press.
3. Bogardus E A : The History of Social Thought,
4. Coser, Lewis A.(2001) : Masters of Sociological Thought, Rawat Publishers, New Delhi
5. Fletcher Ronald (1994) : The Making of Sociology (2 Volumes), Rawat, Jaipur
6. Francis Abraham and John Henry Morgan (1985) : Sociological Thought, Macmillan India Ltd, New Delhi
7. George Ritzer (Ed): The Blackwell Companion to Major Social Theories, Blakwell Publishers, Great Britain
8. Guy Rocher (1990) : A General Introduction to Sociology – A Theoretical Perspective, Academic Publishers, Calcutta.
9. Haralambos Michael (1997): Sociology – Themes and Perspectives, Oxford University Press, Delhi
10. Morrison, Ken. 1985 Marx, Durkheim, Weber : Formation of Modern Social Thought, London Sage Publishers.
11. Mulgund I C (2008), Readings in General Sociology, Shrusti Prakashan, Dharwad
12. Ritzier George (1996): Sociological Theory, Tata McGraw Hill, New Delhi.
13. Shankar Rao C.N (2001) : Study of Social thought, Jai Bharat, Magalore 1st Edition.
14. Timasheff Nicholas and George Theodorson (1976) : Sociological Theory (4th Edn), Random House New York.
15. Zetlin Irving (1998) : Rethinking Sociology: A Critique of Contemporary Theory. Jaipur: Rawat
16. **अनुशासनात्मक (2017):** समाजशास्त्राच्या मुख्य प्रवाहाचा अभ्यास, अखिल भारतीय समाजशास्त्र संघ, मुंबई
17. **सामाजिक विज्ञान (2001):** सामाजिक विज्ञानाच्या मूलभूत तत्वांचा अभ्यास, अखिल भारतीय समाजशास्त्र संघ, मुंबई
18. **सामाजिक विज्ञान (2011),** समाजशास्त्राच्या मूलभूत तत्वांचा अभ्यास, अखिल भारतीय समाजशास्त्र संघ, मुंबई

5 Sem Students can opt any one of the followings

V SEM : DSE-1E (Discipline Specific Elective) Study of Indian Society: Continuity and Change (w.e.f 2022-23)		
Total Credits : 5+1=6 : 60	Per week : 6 hours	Teaching Hours

Objectives

This course will help the students to :

- Understand the philosophical foundations of Indian society and factors of continuity and change
- Study Indian social institutions namely marriage, family and caste
- To analyze the meaning and problems of marginalized groups

Learning Outcomes

1. Learners will be able to comprehend and evaluate the distinctive features of Indian society and philosophical foundations that have shaped Indian social system.
2. Learners will understand the dynamics of social institutions namely family, marriage and caste
3. Learners will get familiarity with problems of marginalized communities and also the welfare measures initiated by state
4. Learners will be able to understand the meaning of village, its settlement pattern and changes

I: Introduction

(12 Hours)

(A) Features of Indian Society

(B) Philosophical Basis of Indian Society-Varnashrama Dharma, Purusharthas & Sanskars

(C) Factors of Continuity & Change

II: Marriage & Family in India.

(12 Hours)

(A) Marriage among Hindus & Muslims

(B) Hindu Joint Family –Meaning & Features

(C) Recent Changes in Marriage & Family

III: Caste System in India

(12 Hours)

(A) Meaning & Traditional Features

(B) Views of M.N. Srinivas on Varna & Jati

(C) Changing aspects of Caste

IV: Marginal Communities in India

(12 Hours)

(A) Meaning & Problems of SC's, ST's & OBC's

(B) Constitutional and legislative Safeguards

(C) Welfare measures

V: Villages in India

(12 Hours)

(A) (B) **Village** : Meaning, Features and Settlement patterns

(B) Recent Changes in Village Community

(C) Kinship system: Meaning, Types and importance

Suggested Readings:

1. **Beteille Andre. (1992):** Backward Classes in Contemporary India. New Delhi:OUP
2. **Berremen G. D. (1979):** Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.
3. **Bose N K. (1967):** Culture and Society in India. Bombay: Asia Publishing House
4. **Chaudhuri Buddhadeb. (1991):** Tribal Development in India. New Delhi: Inter India Publications.
5. **DeSouza. (2000)(Ed.):** Contemporary India-Transitions. New Delhi.: Sage
6. **Dube S.C. (1977) :**Tribal Heritage of India. New Delhi:Vikas
7. **Hasnain N. (1983):** Tribes in India. Harnam Publication: New Delhi
8. **Inden Ronald. (1990):** Imaging India. Oxford: Brasil Blackward
9. **Kothari Rajani(Ed.) (1973):**Caste in Indian Politics
10. **Karve Irawati. (1961):** Hindu Society: An Interpretation. Poona: Deccan College.
11. **Mandelbaum. (1970):** Society in India. Bombay :Popular Prakashan
12. **Mulgund I.C. (2008):** Readings in Indian Sociology, Shruti Prakashan, Dharwad
13. **SatyaMurty T.V. (1996):** Religion, Caste, Gender and Culture in Contemporary India, New Delhi:OUP
14. **Singh K. S. (1985):** Tribal Society. Manohar : Delhi
15. **Srinivas M. N. (1980) India:** Social Structure. New Delhi: Hindustan Publishing Corporation.
16. **Yogesh Atal (2012), Sociology : A Study of the Social Sphere, Pearson.** New Delhi
17. **±APhigÁ^ai ZEA (2015-16), "ÁgWÁAiÁ ŒPÁÁd (11 EA ¥j µWAD^aWj), ef "ÁgWÁÁ±EA^aEA^aÁUWÁEgÁ**
18. **^aWÁWÁAzÁL¹ (2017), "ÁgWÁAiÁ ŒPÁÁdzÁCzÁiÁEA ŒjÓ±EA±EA zÁgPÁqÁ**
19. **gÁd±ÁRgi J. i(2001), "ÁgWÁAiÁ ŒPÁÁd, "EAÁgÁ±EA±EA z^aPÁEUÁI**

V SEMESTER : DSC-1E (Discipline Specific Elective)

Study of Rural Society and Development

(w.e.f 2022-23)

Total Credits : 5+1=6

Per week : 6 hours

Teaching

Hours : 60

Objectives

This course is designed :

- To acquaint students with structure of Indian villages
- To familiarize students with the crises being encountered by village communities
- To create awareness regarding the forces of changes operating upon the Indian villages
- To help students in knowing the rural development programmes implemented by state and Central government

Learning outcomes

1. Learners will be able to comprehend and evaluate the distinguishing features of Indian villages and rural social institutions
2. Learners will be able to appreciate the contributions of PRIs and cooperative movement that have transformed village communities in many ways.
3. Learners will get acquaintance with the problems encountered by villages and the developmental measures initiated by the state.
4. This paper helps the students to face competitive examinations (IAS,KAS,PDO) with ease and make career as officers.

I: Introduction

(12 Hours)

- (A) Meaning, Definition, Subject matter of Rural Sociology
- (B) Historical development of Indian Rural Society
- (C) Importance of Rural Sociology

II: Rural Social Institutions and Jajmani System

(12 Hours)

- (A) Family, Marriage and Religion
- (B) Recent Changes and factors of change
- (C) Jajmani System

III: Panchayat Raj Institutions and Cooperative Movement

(12 Hours)

- (A) Meaning & Objectives of PRIs and its role in rural development
- (B) Structural changes in PRIs and 73rd Amendment
- (C) Cooperative Movement in India –Meaning, objectives and importance

IV: Rural Problems and Crises

(12 Hours)

- (A) Rural indebtedness and Farmers' Suicide
- (B) Poverty and Unemployment
- (C) Problem of Rural Health and Sanitation, (Extent, causes, effects and measures)

V : Transformations in Rural Society and Development Programmes

(12 Hours)

- (A) Changes in Agrarian Society and Impact of Globalization
- (B) Developmental Programmes : MNREGP, Swacha Bharat Abhiyan,
- (C). Rural Development in Karnataka

Suggested Readings:

1. **Aziz Sartaj (1978):** Rural Development: Learning from China. London: MacMillan Press.
2. **Bhattacharya, Sib Nath. (1983):** Rural Development in India and other Developing Countries. Calcutta: Metropolitan Book Co. Pvt. Ltd.
3. **Brahmananda P.R., B.K.Narayana and A. Kalappa(Ed. 1987):** Dimensions of Rural Development, Himalaya Publishing House, Mumbai
4. **Chambers Robert. (1984):** Rural Development: Putting the Past First. Chennai : Orient Longman Ltd.
5. **Chaturvedi T.N.(Ed. 1986):** Rural Development : Some Themes and Dimensions. New Delhi: Indian Institute of Public Administration.
6. **Deb Kalipada (1988):** Rural Development in India Since Independence. New Delhi: Sterling Publishers.
7. **Desai, AR (Ed) (2004):** Rural Sociology in India, Popular Prakashan, Bombay,.
8. **Hans Raj (2002) :** Rural Sociology
9. **Harris, John (Ed) (1986):** Rural Development: Theories of Peasant Economy and Agrarian Change, ELBS London,.
10. **Katar Singh (1986):** Rural Development – Principles, Policies and Management, Sage Publishers, New Delhi.
11. **Maheshwari SR (1995):** Rural Development in India – A Public Policy Approach (2nd edn), Sage Publications Ltd, New Delhi
12. **Mathur BL (2006):** Rural Development and Cooperation, RBSA Publishers, Jaipur,
13. **Mulgund, I C :** Readings in Indian Sociology, Shrusti Prakashan, Dharwad
14. **Ramakrishna Mukarjee. 1957:** The Dynamics of Rural Society. Berlin
A.C.Mukherjee
15. **Satya Sundaram. 1999:** Rural Development. Mumbai: Himalaya Publishing House.
16. **Sharma, K.L (2007):** Indian Social Structure and Change, Rawat Publications, New Delhi,
17. **Sharma, K.L (2018):** Indian Social Structure and Change, Rawat Publications, New Delhi.
18. **Sharma, K.L (2018):** Indian Social Structure and Change, Rawat Publications, New Delhi.
19. **Sharma, K.L (2018):** Indian Social Structure and Change, Rawat Publications, New Delhi.
20. **Sharma, K.L (2018):** Indian Social Structure and Change, Rawat Publications, New Delhi.
21. **Sharma, K.L (2018):** Indian Social Structure and Change, Rawat Publications, New Delhi.

V SEMSTER : DSE - 1E (Discipline Specific Elective)

STUDY OF URBAN SOCIETY

(w.e.f 2022-2023)

Total Credits : 5+1=6

**Per week : 6 hours
: 60**

Teaching Hours

Objectives:

This course will help the students to

1. Understand the meaning nature, typology and importance of studying urban society
2. Acquaint with trends and factors of urbanization
3. Analyze urban problems and urban welfare measures designed and implemented by State
4. Throw light on urban planning and policy

Learning outcomes

1. It helps the learners to become familiarized with the key concepts of urban sociology and get knowledge regarding the process of urbanization in the light of cause-effects.
2. Learners to develop analytical capacity to grasp urban problems in the light of over urbanization.
3. Students will understand the relevance of urban planning and development and also urban development programmes.
4. The course seeks to improve the employability of students who are willing to make career as urban development officers and urban planners.

I : Introduction

(12 Hours)

- (A) Meaning, Definition & Nature of Urban Society
- (B) Types of Cities
- (C) Importance of the Study of urban society

II : Urbanization in Modern India

(12 Hours)

- (A) Meaning & Definition of Urbanization
- (B) Recent Trends in Urbanization
- (C) Factors of Rapid Urbanization

III: Cities in India

(12 Hours)

- (A) Class-I Cities –Trends, Patterns & their Importance.
- (B) Growth of Metropolitan Cities
- (C) Growth of Mega Cities

IV : Urban Problems In India

- (A) Effects of over-urbanization: Slums & Poverty
- (B) Problems of over-crowding and Housing
- (C) Problems of Urban Health (COVID-19 and other contagious diseases)

V: Urban Planning & Urban Development

(12 Hours)

- (A) Urban Policy & Urban Development Programmes
- (B) Problems of Urban Management
- (C) Urban Government & its Role

Suggested Readings:

1. Alfred D'Souza (1978): The Indian City: Poverty, ecology and Urban Development, Manohar New Delhi
2. Bose. Ashis. (1901-2001) Urbanization in India
3. Mulgund I C (2008), Readings in Indian Sociology, Shrusti Prakashan, Dharwad
4. Raj Bala(1986): Trends in Urbanisation, Rawat Publications, Jaipur,
5. Ram Nath Sharma : Urban Sociology, A Rajhans Publications, Meerut
6. Rao M.S.A. 1974:Urban Sociology in India, Orient Longman, New Delhi.
7. Siddhartha K and Mukherjee (2005): Cities, Urbanisation and Urban System, Kisalaya Publications, Delhi,
8. Vibooti Shukla (1988): Urban Development and Regional Policy – An Economic Analysis, Himalaya Publishing House, Delhi,
9. Ramchandran. N (1989): Urbanization and Urban Systems in India Oxford University, Press: New Delhi,.
10. "Gopal Prasad (2007) : Urbanisation in India, ZVIA SAPI O E, i, a B E, Rega,
11. "Gopal Prasad JA: Urbanisation in India, O B a Y O A H A U i O E, i, a B E, Rega, 2006.
12. "Gopal Prasad J (2005) Urbanisation in India, " a A g a Y P A ± E A z a P E U A
13. "Gopal Prasad L (2015), " a g v z a E U b a P A d, " B T O Y P A ± E A z A g P A c a

**V Sem [Generic Elective]
Sociology of Mass Media
GE 1-E**

Total Credits : 2+0+0=2

**Per week : 2 hours
: 30**

Teaching Hours

Objectives :

The main objectives of the course are:

- To analyze the relationship between mass media and society and to familiarize students with nature, characteristics and functions of media in modern society
- To understand the evolution of media and its types
- To evaluate the role of media in promoting global culture and consumerism

Learning outcomes

1. Learners to become familiar with the key concepts of mass media and types
2. Learners to develop analytical capacity to grasp interrelationship between society and media and abuse of media.
3. The course seeks to improve the employability of students who are willing to make career as journalists, reporters and editors.

Unit 1 : Introduction to Mass Media

(10 Hours)

- (A) Meaning, Nature and Functions of Mass media
- (B) Evolution of mass media and digital revolution in India
- (C) Importance of Mass media and communication

Unit 2 : Types of Mass media

(10 Hours)

- (A) Print Media: Merits and Demerits
- (B) Electronic Media: Merits and Demerits, Digital Divide
- (C) John Thompson on The Media and Society

Unit 3 : Media and Society

(10 Hours)

- (A) Impact of media on culture, development and politics
- (B) Abuse of Media, commercialization of news, media imperialism
- (C) Media and consumerism

Suggested Readings:

1. Aveseh, Asough. (2012). *Social Media And Ethics - The Impact of Social Media on Journalism Ethics*. Center for International Media Ethics (CIME).
2. Bausinger, H. (1984). Media, technology and daily life. *Media, Culture and Society*, 6, 343-351.
3. Berger, Asa Authur (1998). *Media Analysis Techniques*. Sage Publication
4. Brandtzaeg, P. B. (2012). Social networking sites: Their users and social implications—A longitudinal study. *Journal of Computer-Mediated Communication*, 17(4), 467–488.
5. Donner, J. (2015). *After access: Inclusion, development, and a more mobile Internet*. Cambridge, MA: MIT Press.
6. Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). *Questioning the Media: A Critical Introduction*. New Delhi, Sage
7. Evans, Lewis and hall, Staurt (2000). *Visual Culture: The Reader*. Sage Publications
8. Grossberg, Lawrence et al (1998). *Media-Making: Mass Median in a Popular Culture*. Sage Publications
9. Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed.), *Media Between Culture and Commerce*. Bristol: Intellect.
10. Linz, D., Penrod, S., & Donnerstein, E. (1986). Issues bearing on the legal regulation of violent and sexually violent media. *Journal of Social Issues*, 42(3), 171-193. [52]
11. Murthy, D. (2013). *Twitter: Social Communication in the Twitter Age*. Cambridge: Polity Press
12. Potter, James W (1998). *Media Literacy*. Sage Publications
13. Pradip N. Thomas (eds.) (2004). *Who Owns the Media ?*. Zed Books, London.
14. S. Shabnoor, S. Tajinder. (2016). *Social Media its Impact with Positive and Silverstone, Rogers (1999). Why Study Media? Sage Publications*
15. Thompson, J. B. (1990). *Ideology and modern culture: Critical social theory in the era of mass communication*. Cambridge: Polity
16. Willis, S. and Tranter, B. (2006). Beyond the 'digital divide': Internet diffusion and inequality in Australia. *Journal of Sociology*
17. Yigit, F. & Tarman, B. (2013). The Impact of Social Media on Globalization, Democratization and Participative Citizenship, *Journal of Social Science Education*, vol. 12, No 1, 75-80.

SEC 1-E		
V Sem (Skill Enhancement Course)		
Sociology of Entrepreneurship		
Total Credits : 2+0+0=2	Per week : 2 hours	Teaching Hours
	: 30	

Objectives:

The course intends to :

- Emphasize the importance of social entrepreneurship and making students to inculcate the qualities needed to become successful entrepreneur
- Motivate the students to become self employed
- Equip students with basic knowledge about business world and creating awareness regarding professional management techniques

Learning outcomes

1. Learners to become familiar with the key concepts of entrepreneurship and its different dimensions.
2. Learners to develop analytical capacity to grasp the importance of self employment and achieve mastery over techniques of professional management.
3. The course seeks to improve the employability of students who are willing to make career as small scale businesspersons and industrialists. Upgrading the skill levels of students is the main objective of this course.

UNIT - I : Introduction (10 Hours)

- (A) Meaning and definition of entrepreneur and Importance of Social Entrepreneurship; Qualities of Social Entrepreneur
- (B) Development of Social Enterprises in the areas of Health & Sanitation, Education and Skill
- (C) Types of Social Enterprises – Voluntary, NGO, NPO, Cooperative Societies

UNIT - II: Professional Management for Social Enterprises (10 Hours)

- (A) Importance of Professional Management and Application of Professional Management Techniques in Social Enterprises
- (B) Human Resource Development and Capacity Building for Social Enterprises
- (C) Application of Marketing Principles in Welfare and Development Field.

UNIT - III : Mobilizing and Managing Capital for Social Enterprises (10 Hours)

- (A) Aid Agencies for Social Enterprises
- (B) Accountability among Social Enterprises – An evaluation of social enterprises
- (C) Social Audit and Submitting Returns.

Suggested Readings:

1. Bornstein, David. 2007. How to Change the world: Social Entrepreneurs and the Power of New Ideas, Oxford University Press.
2. Lee, Nancy R and Philip Kotler. 2012. Social Marketing: Influencing Behaviours for Good, Sage South Asia
3. Nicholls, Alex. 2006. Social Entrepreneurship: New Models of Sustainable Social Change, Oxford University Press.
4. Setterberg, Fred and Kary Schulman. 1985. Beyond Profit: Complete Guide to Managing the Non Profit Organizations, Harper & Row.
5. Steven Ott. J. 2001. Understanding Non Profit Organizations: Governance, Leadership and Management, Westview Press.Management, Westview Press.

6th semester students can opt one of the 3 followings

**VI SEMESTER :DSE- 1F (Discipline Specific Elective)
METHODS OF SOCIAL RESEARCH**

(w.e.f 2022-2023)

Total Credits : 5+1=6

**Per week : 6 hours
: 60**

Teaching Hours

Objectives:

This course will help the students to :

- Understand the meaning, importance and tools of Social Research.
- Comprehend the importance of research design, various types and also the sampling technique
- Learn the process of editing, coding, tabulation, interpretation and Report Writing

Learning outcomes

1. Learners will understand the fundamentals of social research, goals and types of social research.
2. Learners will comprehend the importance of tools of research and learn to design appropriate research design for his research projects
3. Learners will acquire mastery over sampling techniques and also the intricacies involved in collecting data for his research
4. Learners gain basic knowledge regarding, tabulation, processing of data, coding and report writing.
5. This course helps the learners to emerge as researchers and get job opportunities in Population Research Centers. They can shape their careers as researchers, enumerators and project coordinators.

I : Introduction

(12 Hours)

(A) Meaning & Importance of Social Research

(B) Science–Pure & Applied

(C) Types & Methods of Social Research –Survey & Case Study

II: Tools of Social Research

(12 Hours)

(A) Concepts

(B) Theory

(C) Hypotheses

III: Research Design

(12 Hours)

(A) Meaning & Importance

(B) Types of Research Design

(C) Sampling-Importance & Types

IV: Methods of Data Collection

(12 Hours)

(A) Data-Meaning & Sources of Primary & Secondary Data

(B) Primary Data Collection : Observation, Interview & Questionnaire

(C) Secondary Data

VI SEMESTER : DSE -1F
Indian Society : Contemporary Challenges
(w.e.f 2022-2023)

Total Credits : 5+1=6

Per week : 6 hours
: 60

Teaching Hours

Objectives: this course will help the students

- To understand the meaning, causes and effects of social problems
- To study the major challenges confronted by Indian society namely population explosion, terrorism, graying of population
- Cast light on the problems being faced by women and aged along with remedial measures

Learning outcomes

1. Learners will understand serious problems encountered by Indian society in the light of cause-effect relationship.
2. Learners will comprehend the importance of state, civil society in handling the problems namely Over population, problems of women, aged and terrorism.
3. With this course learners can face some competitive examinations (IAS, KAS, PDO, NET) with ease and confidence

I: Introduction

(12 Hours)

- (A) Meaning & Nature of Social Problems
- (B) Causes & Consequences of Social Problems
- (C) Perspectives to study Social Problems

II: Population Problem in India

(12 Hours)

- (A) Factors and effects of over population
- (B) Population Growth in Karnataka and in India
- (D) Population Policy and Family Welfare Programmes

III: Problems of Women

(12 Hours)

- (A) Female infanticide & feticide
- (B) Domestic violence
- (C) Harassment of woman at work place (Meaning, Nature, causes, consequences & Legislative measures)

IV. Problem of Aged

(12 Hours)

- (A) Meaning, Definition, Nature and Extent of Aging
- (B) Socio-economic and Psycho-physical problems of Aged
- (C) National Policy on Older Persons (1999) and Programmes for the Aged

V: Terrorism and Cyber Crimes

(12 Hours)

- (A) Meaning & Nature
- (B) Causes, Effects and Legislative Measures
- (C) Cyber Crimes

Suggested Readings:

1. Ahuja Ram (1998): Social Problems in India. Jaipur: Rawat Publications
2. Dutt Gupta Bela. (1964): Contemporary Social Problems in India
3. Davis James (1970): Social Problems Enduring Major Issues and Change, New York, Free Press,
4. Elliot and Merrill (1950): Social Disorganisation. New York: Harper & Brothers
5. Gill SS (1998): The Pathology of Corruption New Delhi Harper Collin Publishers
6. Karavala Perin C(1959): A Study in Indian Crime, Bombay, Popular Book Depot,
7. Madan G.R. (1994): Indian Social Problems. New Delhi: Allied Publishers.
8. Memoria C.B. (1999): Social Problems and Social Disorganisation. New Delhi : Kitab Mahal
9. Merton R.K. & Nisbert R (1961): Contemporary Social Problems
10. Ministry of Home Affairs 1998) Crime in India. New Delhi: Government of India.
11. Mecton Robert K and Robert Nisbert (1976): Contemporary Social Problems, New York Harcourt Brace, Jovavich Ink,
12. Mulgund I C (2008), Readings in Indian Sociology, Shruti Prakashan, Dharwad
13. Reid Suetitus (1976): Crime and Criminology. Illinois: Deyden Press.
14. Sutherland Edwin H and Donald R Cressey (1968): Principles of Criminology Bombay Times of India Press
15. Thomas G. (1994) AIDS in India-Myth & Reality, Jaipur : Rawat Publications
16. **±APhA'i ZE(1999):** "ÁgMzP è ÁªÁÁFPA P Á UMAª AA vAU ÁªÁÁFPA «WA EÉ eÉ ÁgMA ¥PA Á±EAª AAUMKEGÄ
17. **gAd±ÁRgi J** i : ÁªÁÁFPA P Á UMAª "ªÁÁgA ¥PA±EAªªPÉUA
18. **ªMMAZAL¹** (2017), "ÁgMzA ÁªÁÁFPA P Á UMAª, MJO¥PA±EAª ZÁgPÁqA

VI SEMESTER : DSC -1F
Study of Marginalized Groups
(w.e.f 2022-2023)

Total Credits : 6

Per week : 6 hours

Teaching Hours : 60

Objectives :

This course helps the student to :

- Focus on the segments of the population which have lived on the margins of society and deprived of benefits of development
- To examine the perspectives of marginalization
- Understand the problems of marginalized groups and welfare measures designed and implemented by the state and NGO

Learning outcomes

1. Learners will understand the concept of marginalization and indicators of marginalization
2. Learners will grasp the role of Phule, Periyar, Ambedkar and Lohiya in improving the life of marginalized groups.
3. With this course learners can face some competitive examinations (IAS, KAS, PDO, NET) successfully. It helps the students in seeking jobs in Social welfare departments as social welfare officers, wardens etc.

I: Introduction: (12 Hours)

- (A) Meaning and Process of Marginalization
- (B) Scope and Importance of Studying Marginalization
- (C) Indicators of Marginalization: Poverty, Relative deprivation, Exploitation, Discrimination and Backwardness

II: Perspectives on Marginalization: (12 Hours)

- (A) Role of Ideology in Marginalization
- (B) Views of Phule and Periyar
- (C) Views of Ambedkar and Lohiya

III: Marginalized Groups in India: (12 Hours)

- (A) Schedule Castes
- (B) Scheduled Tribes/Adivasis
- (C) Religious and Ethnic Minorities (Meaning, Numerical Strength, Geographical Distribution)

IV: Problems of Marginalized Group (12 Hours)

- (A) Problems of SCs
- (B) Problems of STs/Adivasis
- (C) Problems of OBCs and Minorities

V: Role of State and Civil Societies (12 Hours)

- A. Constitutional Provisions and Legislative measures
- B. Governmental Policies and Programmes
- C. Role of N.G.Os.

Suggested Readings :

1. Ambedkar, B.R. :Who Were the Shudras, Thacker and Co.Ltd., Bombay, 1946.
2. Ambedkar, B.R. :The Untouchables : Who are They and Why They Became Untouchables, Amrit Book New Delhi. 1948
3. Elwin, Verier. 1963. A New Deal for Tribal India.
4. Ghurye, G.S. 1969. Caste, Race and Occupation in India, New Delhi.
5. Khan , Mumtaz Ali :Scheduled Caste and Their Status in India, New Delhi, Uppal Publishing House, 1980.
6. Kananakel Joshi Scheduled Caste and The Struggle Against Inequality, New Delhi, Indian Social Institute, 1963
7. Kamble, M.D. Deprived Caste and Their Struggle for Equality New Delhi, Ashish Publishing House.
8. Praksh Nirupama, Scheduled Castes and Socio-Economic Changes, Allahabad : Chugh Publications, 1989.
9. Paisley Currah (ed.): Transgender Rights, The University of Minnesota Press.
10. Patnaik, N. 1972. Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development.
11. Patnaik, N Tribes and Their Development, Hyderabad, Hyderabad Institute of Community Development,
12. Ranjeet Guha: Subaltern's Studies 2 Vols, Oxford, OUP.
13. Vasant Moon: Dr.Babasaheb Ambedkar, Writings and Speeches Vol. 1-14, Government of Maharastra Publication.1972.

GE 1-F
VI Sem (Generic Elective)
Study of Social Disaster

Total Credits : 2

Per week : 2 hours

Teaching Hours : 30

Objectives:

The main objectives of this course are :

1. To create awareness regarding the natural disasters and disaster management.
2. To understand the historical development of India's disaster management policy.
3. To study the social crises and their impact on society and social institutions

Learning outcomes

1. Learners gain knowledge about disasters and its types.
2. Learners will be able to understand the complicatedness involved in the management of disasters and the burden placed on state, NGOs with regard to management of disasters
3. Learners to develop skill needed for disaster mitigation and management.

UNIT - I : Introduction

(10 Hours)

- (A) Meaning, Definition and Nature of Social Disaster
- (B) Emergence of Study of Disaster Management
- (C) Natural Disasters, Disaster Victims and Disaster Relief System

UNIT - II: Types of Disasters

(10 Hours)

- (A) **Human caused Disasters:** Industrial Accidents **and Incidents of Mass** violence
- (B) **Natural Disasters:** Earthquake, Tsunami, Droughts and Floods (Causes and effects)
- (C) Impact of Disasters on Social Institutions

UNIT - III : Management of Disasters

(10 Hours)

- (A) Role of State
- (B) Role of NGOs
- (C) National Policy on Disaster Management - 2009

Suggested Readings :

1. Arick, Auf Der Heide. 2002. *Disaster Response: Preparedness and Co-ordination* Online Book: The Center for Excellence in Disaster Management and Humanitarian Assistance.
2. Goel, S.L. and Ram Kumar J T (ed.). 2001. *Disaster Management*, Deep & Deep, New Delhi.
3. Sinha,Prabhas Chandra (ed). 2006. *Disaster Management Process Law, Policy and Strategy*, SBS, New Delhi.
4. Sinha,Prabhas Chandra (ed). 2006. *Disaster Relief Rehabilitation and Emergency humanitarian Assistance*, SBS, New Delhi.
5. Sinha, Prabhas Chandra (ed). 2006. *Disaster Mitigation Preparedness Recovery and Response*, SBS, New Delhi.

SEC 1-F
VI Sem (Skill Enhancement Course)
Society, Health and Social Care

Total Credits : 2

Per week : 2 hours

Teaching Hours : 30

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

Learning outcomes

1. This skill oriented 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

(10 Hours)

(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 Stakeholders of Health and Social Care

(10 Hours)

(A) Human and Social development stages (Infancy, childhood, adolescence and adulthood (early adulthood, middle adulthood and later adulthood)

(B) Health and Social Care of Children, Women, Aged Physically and mentally Challenged

(C) COVID 19 : Meaning, Extent and its Consequences on Social Institutions

Unit 3 Integrated Social care

(10 Hours)

(A) Informal Social care (Family, friends, neighborhood and religion)

(B) Formal Social care (Hospital, Day-care Centres, Care Homes, Crèches, Voluntary Agencies and Helpline)

(C) Social Care during COVID 19 – Role of COVID Warriors

Suggested Readings

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 & Eugene 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.

**MODEL QUESTION PAPER PATTERN FOR:
ALL SEMESTERS OF UG SOCIOLOGY (DISCIPLINE SPECIFIC
COURSE AND DISCIPLINE SPECIFIC ELECTIVES (FROM FIRST TO
SIXTH SEMESTER))**

**NOTE : Question paper pattern for Generic Elective and Skill Enhancement Course
will be given by the University**

FIRST SEMESTER BA DEGREE EXAMINATION, (YEAR 2017-18)

Sociology

Paper I: Introduction to Sociology

Time: Three Hours

Maximum: 80

Marks

Answer all questions
All questions carry equal marks

- | | |
|--|--------|
| I : What is Sociology ? Explain its origin | (4+12) |
| or | |
| Give a brief account of three perspectives in sociology | (16) |
| II : Define society. Explain its characteristics | (4+12) |
| or | |
| What is community? Elucidate its elements | (4+12) |
| III : Define Socialization and explain its importance | (4+12) |
| or | |
| Discuss different types of socialization | (16) |
| IV: What is cooperation. Explain its social significance | (16) |
| or | |
| What is culture? Explain its important features | (4+12) |
| Q No V: Write notes on any two the following: | (8+8) |
| (A) Uses of sociology | |
| (B) Features of institution | |
| (C) Agencies of socialization | |
| (D) culture and civilization | |

Annexure : 1B : Programme Structure : BA (Course : Sociology)

Semester	Core			Elective						Ability Enhancement Course						Total Credit
	DSC Sociology			**DSE			GE			SEC			AECC			
	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	
I	DSC-1A	5+1+0	5+1=6	Introduction to Sociology									English-1	2+1+0	2+1=3	26
	DSC-2A	5+1+0	5+1=6										MIL-1	2+1+0	2+1=3	
	DSC-3A	5+1+0	5+1=6										Environmental Science	2+1+0	2+0=2	
II	DSC-1B	5+1+0	5+1=6	Social Institutions and Change									English-2	2+1+0	2+1=3	26
	DSC-2B	5+1+0	5+1=6										MIL-1	2+1+0	2+1=3	
	DSC-3B	5+1+0	5+1=6					Environmental Science					Constitution of India	2+0+0	2+0+2	
III	DSC-1C	5+1+0	5+1=6	Study of Indian Social Thought									English-3	2+1+0	2+1+3	24
	DSC-2C	5+1+0	5+1=6										MIL-1	2+1+0	2+1+3	
	DSC-3C	5+1+0	5+1=6													
IV	DSC-1D	5+1+0	5+1=6	Study of Western Social Thought									English-4	2+1=0	2+1=3	24
	DSC-2D	5+1+0	5+1=6										MIL-4	2+1=0	2+1=3	
	DSC-3D	5+1+0	5+1=6													
V	DSC-1E Any one paper of below given papers			DSE-1E: Study of Indian Society: Continuity & Change	5+1+0	5+1=6	DSE-1E: Study of Rural Society & Development	DSE-1E: Study of Urban Society	GE-1E : Open Elective - D) Sociology of Mass Media	2+0+0	2	SEC-1C Sociology of Entrepreneurship	2+0+0	2		22

			DSE-2E	5+1+0	5+1=6										
			DSE-3E	5+1+0	5+1=6										

V	DSC-1F Any one paper of below given papers	DSE-1F:Methods of Social Research DSC-1F:Indian Society: Contemporary Challenges DSC-1F: Study of Marginalized Groups	5+1+0	5+1=6	GE-1F (Open Elective-II) Study of Social Disaster	2+0+0	2	SEC-1F : Society, Health and Social Care	2+0+0	2					22
			DSE-2F	5+1+0		5+1=6									
			DSE-3F	5+1+0		5+1=6									
	Total	7		36			4			4				28	144

L+T+P= Lecturing in Theory + Tutorial + Practical Hours per Week

*If the core course is having practical. Hence, L+T+P = 4+0+2=6 credits (no tutorial for practical subject)..

** Each DSE shall have at least two papers and student shall choose any one paper from each DSE.

***GE shall be from other than the discipline.

**** SEC 1 E & 1F shall be from all three DSC but student shall choose any one in each semester (SEC may be practical or theory for 2 credits only).

Note: 1. Each DSC/DSE Shall have 60hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam) and 54 hrs practical/sem for 50 marks (40 Sem. End exam +10 IA Exam)

wherever applicable.

2. English/MIL Shall have 45 hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam)

3. Environmental Science/ Constitution of India / SEC /GE shall have 30 hrs syllabus / semester for 50 marks in theory/ Practical (40 Sem. End exams +10 IA Exam).

