



**BANGALORE UNIVERSITY**

**DEPARTMENT OF SOCIOLOGY**

**CBCS SYLLABUS (NEP)**

**UG – SOCIOLOGY**

**(V & VI SEMESTER)**

**2023**

**Bangalore University  
Department of Sociology**

**Proceedings of the Board of Studies (UG) in Sociology held on 17<sup>th</sup> August 2023 in the  
Department of Sociology, Bangalore University, Bengaluru.**

**Members Present:**

1. Prof.R.Rajesh, Chairman, Department of Sociology, Bangalore University, Bangalore.
2. Prof. Hanumantharaya, Sri Kuvempu Mahavidyalaya First Grade College, Channapatna  
– Member (Retired) –Special Invitee
3. Dr. Saraswathamma, GFGC Vijayanagara, Bangalore – Member
4. Dr. Manjula V, GFGC, Bangaru Tirupathi– Member
5. Dr. Nagaraju H S, GFGC Kengeri, Bangalore –Member
6. Dr. Hema Naik, GFGC for Women, Ramanagara – Member
7. Smt. Nandini M Hegde, Government Law College, Ramanagara - Member
8. Dr.Doddahanumaiah.B.H – GFGC, Hoskote - Member
9. Dr. Nagendra .M.P, Government Arts College, Bangalore.- Member

**Member Absent :**

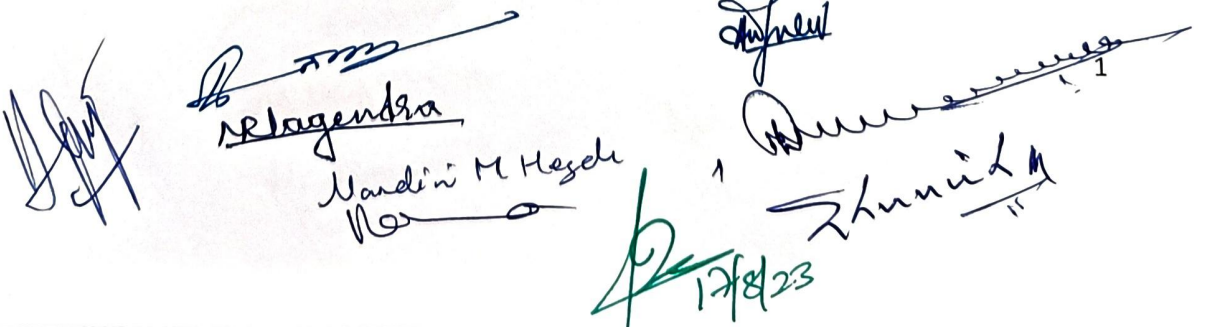
1. Dr.Chidanandaswamy.C, GFGC, Magadi – Member

The Chairman welcomed the members and briefed about the need of scrutiny and approval of the syllabi according to the current structure of New Education Policy of 5<sup>th</sup> & 6<sup>th</sup> Semesters at B.A Level and other issues as per the agenda. Following items were discussed and resolved.

**Agenda and Resolution:**

1. The Board resolved to approve the Panel of Examiners (UG) for the year 2023-2024 onwards.
2. The Board approved the New syllabus, Marks Structure and Question paper pattern for Fifth Semester and Sixth Semesters.
3. The new syllabus for the following papers were approved.

Contd..

  
17/8/23

NEP Syllabus for Sociology (UG)			
SEM	Paper	Title of Paper	Credits
5	DSC SOC C9	Social Entrepreneurship	4
	DSC SOC C10	Society and Tribes	4
	DSC SOC C11	Statistics for Sociological Research	4
6	DSC SOC C12	Sociological Perspectives	4
	DSC SOC C13	Sociology of Health	4
	DSC SOC C14	Society in Karnataka	4

4. Vocational Paper "Public Health Consultancy" is proposed to be offered as SEC-3 for 5<sup>th</sup> Semester in lieu of SEC-3- Cyber Security. This is proposed as a compulsory paper to be taught by qualified Sociology faculty and the same is approved.

SEM	Paper	Title of Paper	Credits
5	SEC-3	Public Health Consultancy	2

5. Assessment :

Weightage for Assessments (In Percentage)

Type of Course	Formative Assessment/ Internal Assessment	Summative Assessment (Theory)	Total (Marks)
Theory	40	60	100

6. Formative Assessment/ Internal Assessment Evaluation Components

Component	Assessment Type	Marks
C1	Field work / Internship / Dissertation	30
C2	Test (MCQ)	10
	Total (IA)	40

Board approved Formative Assessment which has two components, 30 Marks for Activities (Field work/ Internship/ Dissertation) and 10 Marks for Internal Assessment Test.

Internal Assessment test has been proposed to be conducted in MCQ's format. 10 questions carrying 1 mark each and the guidelines of MCQs are approved.

Contd..

Modified & Corrections made  
as per clarification

*[Signature]*  
19/9/2023

7. The following were discussed and approved.

- a. Field work shall be mandatory for the Papers namely DSC SCO C-9, DSC SCO C-10, DSC SCO C-14.
- b. For papers DSC SCO C-12, DSC SCO C-13 teachers can provide field work/other activities as necessary.
- c. For DSC SCO C-11 "Statistics for Sociological Research" students shall submit a dissertation based on internship / field work.

The following modifications were proposed, discussed and approved with reference to I & II Semester.

8. The first and second semester papers were discussed. The number of chapters were reduced from 11 to 9 Chapters.
9. The formative assessment components have been modified and approved as follows
  - a. Activities – 25
  - b. Written test – 15
  - c. Total – 40
10. The number of teaching hours have been increased from 42 hours to 45 hours for DSC and 39 hours to 45 hours for OE. This has been discussed and approved.

The meeting ended with thanks from Chairman to all members.

NRagendra

Nandini M. Hegde  
Nora

J. P. S.

Shyju  
D. S. S.

Zhunik

~~\_\_\_\_\_~~

10/10/23





Question Paper Pattern

(Theory Marks : 60)

Section - A

I. Answer any FIVE of the following in 20 words each.

5 X 2 = 10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section - B

II. Answer any FOUR of the following questions in 80 words

4 X 5 = 20

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Section - C

III. Answer any THREE of the following questions in 200 words

3 X 10 = 30

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

N. Rajendra  
Nandini M. Hazare  
N. a

Shankar  
4  
  
17/8/23

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

### Curriculum Structure for the Undergraduate Degree Program BA

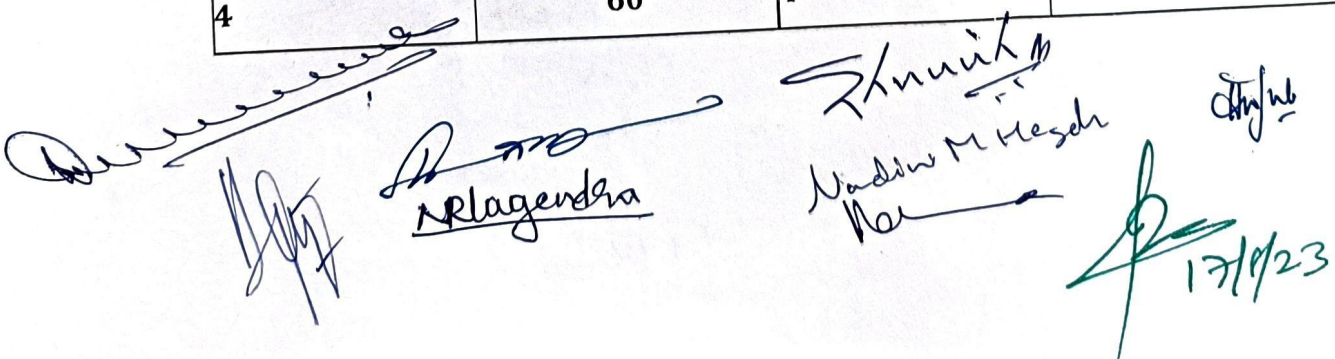
Total Credits for the Program: 24/26 Starting year of implementation: 2023

Name of the Degree Program: B.A Discipline / Subject: Sociology

Title of the Course: (B A - 5<sup>th</sup> and 6<sup>th</sup> Semesters)

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

Course: DSC SOC C11 - Statistics in Sociological Research		Course: DSC SOC C12 - Sociological Perspectives	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
4	60	4	60


  
 [Signature]
   
 [Signature] N. R. Jagendra
   
 [Signature] Shruvik
   
 [Signature] Nadim M. Heshu
   
 [Signature]
   
 17/1/23



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

**Program Articulation Matrix:**


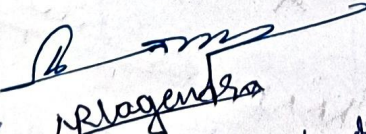
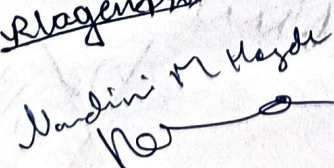
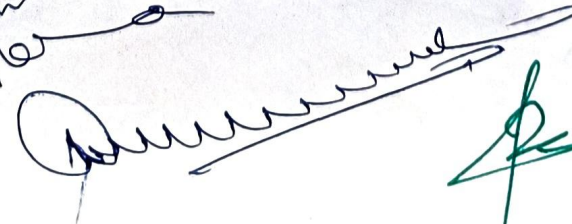



This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

**Objectives of Courses:**

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

*Handwritten notes and signatures:*  
 N. Tagendra  
 Nandini M. Hegde  
 Shruika  
 17/11/23  
 Shyula

Sem		Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy ##	Assessment\$
5	DSC - SOC C9	Social Entrepreneurship	1. To provide knowledge about social entrepreneurship 2. To help to develop social entrepreneurship imagination 3. To help them to start their own social enterprise or not for profit startup as well as act innovative in the already working organisation	B A 2nd year Courses	Experiential learning (activity-based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC - SOC C10	Tribal Society	1. To provide basic knowledge about social organisation among tribals 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively	B A 2nd year Courses	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

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

Magendra  
Nadine M. Hesch  
[Handwritten signatures]

[Handwritten signatures]  
[Handwritten signature]  
17/1/25

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

*[Handwritten signature]*

*[Handwritten signature]*  
*[Handwritten signature]*  
*[Handwritten signature]*

*[Handwritten signature]*  
*[Handwritten signature]*  
*[Handwritten signature]*  
 17/8/23

	DSC - SOC C15	Education and Knowledge Society	1. Understand the role of education in building a society and enabling its development 2. Appreciate the role of education in perpetuating the existing system of norms and values 3. Appraise educational policies and programs	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC - SOC C16	Modern Sociological Theories	1. Develop critical thinking and analytical ability to interpret the social scenario around 2. Acquaint the theoretical relevance in understanding social structure and change	B A 2nd year Courses	Lectures and Discussions	Blended learning

#

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

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

Plagiarism

Martin H. Heger  
 17/9/23

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*  
 17/9/23

## B.A. Semester V

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

**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 DSCI-DSC8**

### Course Objectives

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



### Course Outcomes (COs) for DSC 9:

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

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

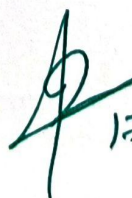
1. Understand the scope and need for social entrepreneurship
2. Plan and implement socially innovative ideas
3. Equipped to start their own social enterprise or non for profit organisation



  
Rajagendera  
Nadim H. Hesh  


 Zhunika



  
12/8/22

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

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

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

*Relagendra*

*Madini or Hesh*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*  
17/8/23

<b>DSC SOC C9 -Content of Course : Social Entrepreneurship</b>	<b>60 Hrs</b>
<b>Unit 1 Fundamentals of Social Entrepreneurship</b>	<b>15</b>
<p><b>Chapter 1</b> Social entrepreneurship: Meaning, Features and Relevance; Social Business: Meaning; Difference between Social Entrepreneurship and Social Business; Relation between Social Change and Social Entrepreneurship</p> <p><b>Chapter 2</b> Typology of Ventures: Social Purpose Ventures, Social Consequence Entrepreneurship, Enterprising Nonprofits, Hybrid Models of Social Entrepreneurship</p> <p><b>Chapter 3</b> Identifying social business opportunities</p>	
<b>Unit 2 Establishment of Non-Profit Organisations</b>	<b>15</b>
<p><b>Chapter 4</b> Concept (includes Non-Government Organisations), Objectives and establishment of Non-Profit organisations (NPOs)</p> <p><b>Chapter 5</b> Legal Procedure for establishment of NPOs: Societies Registration Act, Indian Companies Act, Charitable Endowments Act, Foreign Contribution (Regulation) Act (FCRA); Available Tax Reliefs</p> <p><b>Chapter 6</b> Social Values of NPOs: Mission and Vision; MoA and Bye-Laws</p>	
<b>Unit 3 Management and Financing</b>	<b>15</b>
<p><b>Chapter 7</b> Human Resource Management: Staffing Plan, Social Security of Workers: Provisions and Benefits of Gratuity Act; Rules and Regulations of EPF Scheme</p> <p><b>Chapter 8</b> Project Management: Definition of Concept; Identification of Project; Proposal Development: Basic Factors, Project Proposal Guide; Budget, Rationale for sending Project Proposal to the Donor; Proposal Writing; Do's and Don'ts of a Project Proposal</p> <p><b>Chapter 9</b> Financing: Sources of Finance: Government, Donors, International Agencies; Documents Used in Fund Raising; Due Diligence; Campaigns; Internal Income Generation</p>	

*[Handwritten signature]*

*[Handwritten signatures and notes]*  
 17/10/23



<b>Unit 4 Case Studies</b>	<b>15</b>
<p><b>Chapter 10</b> Pratham, RUDSET, Vivekananda Girijana Kalyana Kendra, B R Hills</p> <p><b>Chapters 11 &amp; 12</b> Students should study the functioning of a local NPO, present their ideas in a seminar and submit a report (For example working in the areas of Sanitation, Rural Development, Women Empowerment)</p>	

### *Suggested Internet Resources*

#### **Unit 1**

- <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/10/WYR2020-Chapter1.pdf>
- <https://www.adb.org/sites/default/files/institutional-document/826606/adou2022bn-social-entrepreneurship-definition-philippines.pdf>
- [https://web.mit.edu/sloan2/dese/readings/week01/Martin Osberg Social Entrepreneurship.pdf](https://web.mit.edu/sloan2/dese/readings/week01/Martin%20Osberg%20Social%20Entrepreneurship.pdf)
- [https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP\\_09.pdf](https://entreprenorskapsforum.se/wp-content/uploads/2013/03/WP_09.pdf)
- [https://business.expertjournals.com/ark:/16759/EJBM\\_710mthembu147-177.pdf](https://business.expertjournals.com/ark:/16759/EJBM_710mthembu147-177.pdf)
- <https://isfcolombia.uniandes.edu.co/images/201519/LRD32.pdf>
- <https://www.hec.edu/en/faculty-research/centers/society-organizations-institute/think/social-institute-executive-factsheets/what-social-business>
- <https://socialtrendspot.medium.com/what-is-the-difference-between-social-innovation-social-enterprise-social-entrepreneurship-fe3fce7bf925>
- [https://www.albany.edu/faculty/miesing/teaching/socent/3Recognizing Social Opportunities.pdf](https://www.albany.edu/faculty/miesing/teaching/socent/3Recognizing%20Social%20Opportunities.pdf)

#### **Unit 2**

- <http://eprints.lse.ac.uk/29032/1/cswp3.pdf> Defining the non-profit sector
- <https://prosper-strategies.com/seven-nonprofit-core-values-examples/>

*Handwritten signature*

*Handwritten signature: Vandini M Hazra*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

*Handwritten date: 17/12/23*

### 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](http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf)

### Reference Books

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

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

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

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

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

Hoggard, S 2005 The Business Idea, Springer, Berlin

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

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

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

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

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

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

Madini M. Husein

Zhuang

17/8/23

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
<b>Total</b>	<b>40</b>

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

Agenda

Mandini or Hoshli

Shubh

*[Handwritten signature]*  
17/9/23

*[Handwritten signature]*  
Shubh  
17/9/23



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

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

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

*Handwritten signatures and notes:*

Legend  
 Handwritten signatures: *Handwritten signatures*  
*Handwritten signatures*  
*Handwritten signatures*  
*Handwritten signatures*  
*Handwritten signatures*  
*Handwritten signatures*  
 17/8/23

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

### 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.

*[Handwritten signature]*  
*[Handwritten signature]*  
*[Handwritten signature]*

*[Handwritten signature]*  
*[Handwritten signature]*  
17/8/23

Agenda

Madina M. H. H. H.

*[Handwritten signature]*

*[Handwritten signature]*

Zinnika

*[Handwritten signature]*

Styler

*[Handwritten signature]*  
17/1/23

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
<b>Total</b>	<b>40</b>

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

Madini Prasad

17/8/23



B.A. Semester V

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

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

**Completion of DSC1-DSC8**

**Course Objectives**

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

**Course Outcomes (COs) for DSC 11:**

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

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

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

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

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

*Handwritten signatures and dates:*  
 N. Lagenda  
 Vandini M. Hazare

*Handwritten signature:*

*Handwritten signature:*

*Handwritten signature:*

*Handwritten signature and date:*  
 17/08/23

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

Pragendra

Madan M. Hesar

10/2

Pragendra

Renuka

Pragendra

17/8/23



<p><b>Chapter 10</b> Measures of Central Tendency: Merits, Demerits; Arithmetic Mean: Merits, Demerits; Median and Mode- Merits, Demerits</p> <p><b>Chapter 11</b> Measures of Dispersion: Range, Standard Deviation, Mean Deviation, Quartile Deviation</p> <p><b>Chapter 12</b> Correlation: Pearson's Correlation, Rank Correlation</p>	
--	--

Ragendra

Mandini M Hesde

~~Handwritten signature~~  
~~Handwritten signature~~  
~~Handwritten signature~~

Handwritten signature

~~Handwritten signature~~

~~Handwritten signature~~

~~Handwritten signature~~  
12/12/23

## 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, 13<sup>th</sup> Edition
- Bailey, K. (1994). The Research Process in Methods of Social Research. Simon and Schuster, 4th Ed. The Free Press, New York
- Bryman, Alan (1988). Quality and Quantity in Social Research, London: Unwin Hyman.
- Goode, W. E. and P. K. Hatt. 1952. Methods in Social Research, McGraw Hill New York
- Gupta, S.C. (1990). Fundamentals of Statistics, New Delhi: Himalaya Publishing House.
- Gupta, S.C. (1985). Statistical Methods, New Delhi: S.Chand and Sons.
- Irvine, J. I. Miles and J.Evans eds. (1979). Demystifying Statistics, London: Pluto Press.
- Norton, Peter (2005). Introduction to Computers, New Delhi: Tata McGraw Hill.
- Luker, Kristin 2008 Salsa Dancing into the Social Sciences, Harvard University Press, Harvard
- Rajaraman, V. (2004). Fundamentals of Computers, New Delhi: Prentice Hall.
- Shipman, Martin (1998). The Limitations of Statistics, London: Longman.
- Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, Oxford University Press, New Delhi

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

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

*[Handwritten signature]*

*[Handwritten signature]*  
 Nandini H Hazle  
*[Handwritten signature]*

*[Handwritten signature]*  
 12/10/22

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

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

**Completion of DSC1-DSC8**

### Course Objectives

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

Course Outcomes (COs) for DSC 12:

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

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

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

*R. Jagendra*

*Nadine M. Herz*

*D. ...*

*R. ...*

*[Signature]*

*[Signature]*

*[Signature]*  
17/8/23

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

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

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

*[Handwritten signature]*

*[Handwritten signature]*  
Pragendra  
 Madini K. Hazari

*[Handwritten signature]*  
Rhunka

*[Handwritten signature]*

*[Handwritten signature]*  
 5/8/23

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

Elagandso

Madhu M. Hegde

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*  
17/8/23

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B.A. Semester VI

**Course Title: Sociology of Health**

*Handwritten signatures and notes:*  
 [Signature]  
 [Signature]  
 [Signature]

*Handwritten signatures and notes:*  
 [Signature]  
 [Signature]  
 [Signature]  
 17/8/23



<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

**Completion of DSC1-DSC8**

### Course Objectives

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

### Course Outcomes (COs) for DSC 13:

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

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

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

Agenda

Radini M. Hazek

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*  
12/18/23

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

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

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

*[Handwritten signatures and notes]*

*relogendra*  
*17/12/23*

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

*NR Jagendra*

*Madhur M Hazar*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*Zhmit*

*[Signature]* 28

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

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

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

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

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

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

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

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


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



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

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


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



  
Madini R. Hazar





B.A. Semester VI

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

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

**Completion of DSC1-DSC8**

### Course Objectives

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

### Course Outcomes (COs) for DSC 14:

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

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

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

Pragendra

Handwritten signature

Handwritten signature

Handwritten signature

Handwritten signature

Handwritten signature

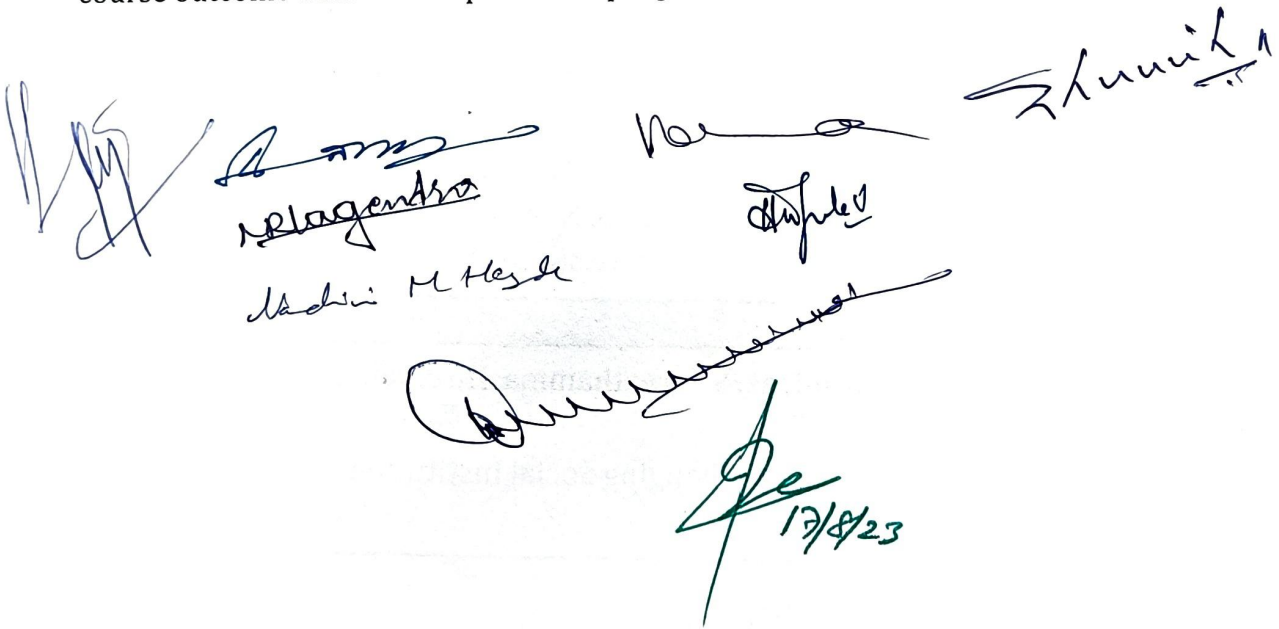
Handwritten signature

Handwritten signature

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

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

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


  
 A series of handwritten signatures and dates are present below the table. From left to right, there is a signature, a signature that appears to be 'Rajendra', a signature 'Madhu H. H. H.', a signature 'D. S. S.', a signature 'S. S. S.', and a signature 'S. S. S.' with the date '17/8/23' written below it.

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

### Reference Books

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

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

*K. Lagendra*

*Handini M Hegde*  
*Ramika*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*  
17/10/23

Monograph Series No. – 63.

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

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

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


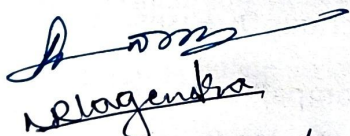
Suryanath U. Kamat. 2001. Concise history of Karnataka. MCC, Bangalore.


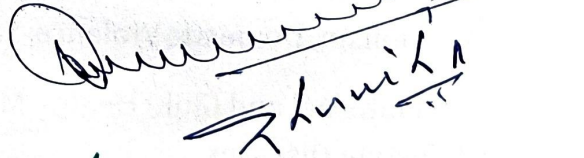
Nanjundappa High Commission Report,

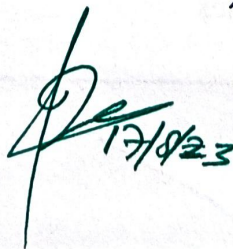
**Pedagogy** Field work, micro projects, group discussion, role play, written/oral presentation by students

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

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

  
  
N. Loganatha  
Kodava M. H. H. H.

  
  
Shunika

  
17/10/23



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

MR Legends

Madini M Hegde

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

## Reference Books

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

## Suggested Internet Resources

### Unit 2

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

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

[https://ccp.jhu.edu/documents/EffectiveInterpersonalCommunication\\_HandbookforProviders\\_0.pdf](https://ccp.jhu.edu/documents/EffectiveInterpersonalCommunication_HandbookforProviders_0.pdf)

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

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

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

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

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

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

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

[https://nidm.gov.in/PDF/Modules/NIDM\\_SBCC2021.pdf](https://nidm.gov.in/PDF/Modules/NIDM_SBCC2021.pdf)

Handwritten signature  
Madini K. Hesh

Handwritten signature