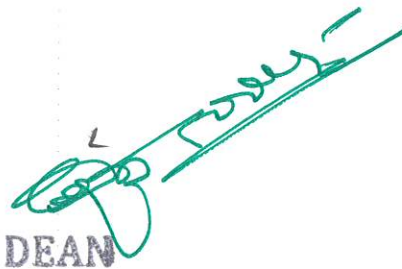


MODEL CURRICULUM CONTENT
FOR
UNDERGRADUATE PROGRAM
IN
SOCIOLOGY



DEAN
Faculty of Arts
Davangere University
Chivagangotri, Davangere.

PREPARED BY SOCIOLOGY SUBJECT EXPERT COMMITTEE

SL No	NAME	DESIGNATION
1	DR RAMEGOWDA A PROFESSOR (RETD.), KUVEMPU UNIVERSITY, SHIVAMOGGA	CHAIRMAN
2	DR (SMT)S C SHETTAR PROFESSOR (RETD.), KARNATAK UNIVERSITY, DHARWADA	MEMBER
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11	DR G D NARAYAN ASSOC PROFESSOR & PRINCIPAL, PADAVALHIPPE	MEMBER
12	DR. GANA SHRUTHY M.K SPECIAL OFFICER, KSHCE, BANGALORE	MEMBER CONVENOR

Structure of Sociology Discipline

Sem No	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
V	DSC	SOC C9	Social Entrepreneurship	4	4		2	40	60	100
		SOC C10	Tribal Society	4	4		2	40	60	100
		SOC C11	Statistics in Sociological Research	4	4		2	40	60	100
		SEC4	Employability Skills/Cyber Security	3	3			10	40	50
			Total	15						
VI	DSC	SOC C13	Sociology of Health	4	4		2	40	60	100
		SOC C15	Education and Knowledge Society	4	4		2	40	60	100
		SOC C16	Modern Sociological Theories	4	4		2	40	60	100
			Internship	2						
			Total	14						

Note: If any Elective or Vocational Course involves theory-cum-practical, then IA to Exam marks will be in the ratio of 50:50. The practical part is to be evaluated as part of IA. Semester end examination is only theory component and questions for practical, if any.


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Registrar
 Davangere University
 Shivagangotri, Davangere.

Curriculum Structure for the Undergraduate Degree Program BA

Total Credits for the Program: 18 (9+9)

Starting year of implementation: 2023

Name of the Degree Program: B.A

Discipline/Subject: Sociology

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

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

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

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

Program Articulation Matrix:

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

Objectives of Courses:

Sem		Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy##	Assessment\$
5	DSC -SOC C9	Social Entrepreneurship	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 organization	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	<p>1. To provide basic knowledge about social organisation among tribals</p> <p>2. Critically understand the implications of changes occurring</p> <p>3. Undertake micro research work and communicate effectively</p>	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

6	DSC -SOC C13	Sociology of Health	1. Understand the concept of health, illness and social conditions 2. Analyse the relationship between social factors and health status 3. Understand the role of medical doctors, paramedics, pharmaceutical industry and social institutions in maintaining and promoting health	B A 2nd year Courses	Lectures and Discussions	Oral or written presentations to assess analysing capability, creativity and communication skills
	DSC -SOC 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
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Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/ course projects/problem or project based learning/ case studies/self study like seminar, term paper or MOOC

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 9:

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

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

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

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

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

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

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

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

Suggested Internet Resources

Unit 1

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

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

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

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

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

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

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

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

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

Unit 2

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

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

Unit 3

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

[https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project Planning:](https://www2.fundsforngos.org/cat/project-planning-and-development/#:~:text=Project%20Planning:)
Project development is, lot of research and planning.

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

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

Reference Books

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

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

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

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

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

Hoggard, S 2005 The Business Idea, Springer, Berlin

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

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

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

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

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

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

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

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

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

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

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

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 10:

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

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

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

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

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

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

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

Reference Books

- Ahuja, R 2001 Society in India, Rajat Publications, Jaipur
- Bose, N K 1941, Hindu Mode of Tribal Absorption, Science and Culture, Vol VII
- Elwin, Verier. 1963. A New Deal for Tribal India.
- Forde, G D 1979, Habitat, Economy and Society, Metuen and Co London
- Furer-Haimerdorf, Christoph von Tribes of India: The Struggle for Survival, University of California Press, Berkeley
- Ghurye, G S 1963 The Scheduled Tribes, Popular Prakashan, Bombay

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

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

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

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

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

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

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

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

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

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

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

B.A. Semester V

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 11:

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

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

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

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

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

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

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

Reference Books

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

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

B.A. Semester VI

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

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

Completion of DSC1-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 13:

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

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

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

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

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

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

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

Reference Books

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

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

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

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

B.A. Semester VI

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

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

Completion of DSCI-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 15:

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

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

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

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

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

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

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

Suggested Internet Resources

Unit 1

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

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

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

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

https://www.zef.de/fileadmin/user_upload/e220_Hornidge_KSociety%20as%20academic%20concept_20

11.pdf 'Knowledge Society'

as Academic Concept and Stage of Development — A Conceptual and Historical Review

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

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

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

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

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

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

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

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

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

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

Unit 2

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

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

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

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

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

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

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

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

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

<https://aishe.gov.in/aishe/gotoAisheReports;jsessionid=04A9A4A48288F9BD115AC0AD64A33249>

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

Unit 3

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

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

<https://www.socialcapitalresearch.com/bourdieu-on-social-capital-theory-of-capital/>
<https://www.sociologygroup.com/pierre-bourdieu-capital-explained/>
<https://www.sciencedirect.com/book/9780750672221/knowledge-and-social-capital>

Reference Books

- Banks, Olive. 1971. *Sociology of Education*, (2nd ed.). London: Batsford.
- Bhutan, Sudhanshu 2022, *The Future of Higher Education in India*, Rawat Books, Jaipur
- Blackledge, D. and Hunt, B. 1985. *Sociological interpretation of Education*. Crom Helm: London.
- Brokover, and D.A. Gottlieb. *A Sociology Education*.
- Chitinis, Suma and P.G. Altbach. 1993. *Higher Education Reform in India, Experience and perspectives*. Sage: New Delhi.
- Craft, Maurice (ed). 1970. *Family and Education: A Reader*. London: Longman.
- Dharampal, 2015 *Essential Writings of Dharampal*, Publications Division, Government of India
- Dharampal, 2021, *Indian Science and Technology in the Eighteenth Century*, Rashtrottana Sahitya, Bengaluru
- Dharampal, 2021, *The Beautiful Tree*, Rashtrottana Sahitya, Bengaluru
- Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford University Press: Oxford.
- Nambisan, Geetha B and Srinivasa Rao, *Sociology of Education in India: Changing Contours and Emerging Concerns*
- Gore, M.S.(ed). 1975. *Papers on the Sociology of Education in India*. NCERT: New Delhi.
- Jayaram, N. 1990. *Sociology of Education in India*. Rawat Publication: Jaipur.
- Naik, J.P. 1975. *Quality, quantity and equality in education*. Allied Publication.
- Ottaway. *Education and Society: an Introduction to the Sociology of Education*, Routledge & Kegan Paul, London.
- Shah, B V And K B Shah 2014 *Sociology of Education*, Rawat Books, Jaipur
- SinghaRoy, Debal K, 2014 *Towards a Knowledge Society: New Identities in Emerging India*, Cambridge University Press, New Delhi
- Singh, Amirk and Philip.G. Altbach (ed.) *The Higher Learning in India*.

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

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

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

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

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

B.A. Semester VI

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

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

Completion of DSCI-DSC8

Course Objectives

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

Course Outcomes (COs) for DSC 16:

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

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

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

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

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

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

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

Reference Books:

- Abraham, Francis 1984, Modern Sociological Theory, Orient Longman, Delhi
- Collins, Randall 1997, Sociological Theory, Rawat Publications, Jaipur
- Coser, Lewis A 2002, Masters of Sociological Thought: Ideas in Historical and Social Context, Rawat Publications, Jaipur
- Harlampos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Morrison, Ken 1995, Marx, Durkheim, Weber: Formation of Modern Social Thought, Sage Publications, London
- Turner, Jonathan 1987, The Structure of Sociological Theory, Rawat Publications, Jaipur

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

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

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

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

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

BA. Course

Name of the Paper

Duration: 120 Minutes

Max. Marks : 60

SECTION – A

Answer Any Five of the Following Question

(5X5=25)

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)

SECTION – B

Answer Any Two of the Following Question

(2X10=20)

- 9)
- 10)
- 11)
- 12)

SECTION – A

Answer Any One of the Following Question

(1X15=15)

- 13)
- 14)


Registrar
Davangere University
Shivangotri, Davangere.


DEAN
Faculty of Arts
Davangere University
Shivangotri, Davangere.

1. 1940-1941
 2. 1942-1943
 3. 1944-1945