

## B.A. Semester VI

<b>Course Title: Sociology of Health</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. 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.

<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 Pharmaceuticalisation 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.

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*

## 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

**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.

<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 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*



## B.A. Semester VI

<b>Course Title: Education and Knowledge Society</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. 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)**

<b>Course Outcomes (COs)/ Program Outcomes (POs)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
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.

<b>DSC SOC C15 - Content of Course : Education and Knowledge Society</b>	<b>60 Hrs</b>
<b>Unit 1 Introduction</b>	<b>15</b>
<b>Chapter 1</b> Meaning of: Education, Knowledge; Nature of Knowledge Society <b>Chapter 2</b> Meaning of Literacy, Data, Information, Science, Skill, Technology, Wisdom <b>Chapter 3</b> The Uses of Knowledge Society: Social, Political, Economic	
<b>Unit 2 Theoretical Approaches</b>	<b>15</b>
<b>Unit 4:</b> Structural Functionalism: Emile Durkheim and Talcott Parsons <b>Unit 5:</b> Marxism and Neo-Marxism: Karl Marx and Paul Freire <b>Unit 6:</b> Weberianism and Neo-Weber Approaches: Max Weber and Randall Collins	
<b>Unit 3 Rise of Knowledge Society</b>	<b>15</b>
<b>Chapter 4:</b> Oral Tradition, Written/Printed Tradition; Social Context of Democratisation of Knowledge in 19th and 20th Centuries in India <b>Chapter 5:</b> Modern Tools of Education in India: Schools and Universities -Enrolment, Reach and Gaps <b>Chapter 6:</b> Digital Innovations, Open Access and Knowledge Society in 21st Century	
<b>Unit 4 Contemporary Challenges</b>	<b>15</b>
<b>Chapter 7:</b> The World Declaration on Higher Education for 21st Century; Educational Policies India <b>Chapter 8:</b> Knowledge as Social Capital (Pierre Bourdieu) <b>Chapter 9:</b> 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](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\\_2011.pdf](https://www.zef.de/fileadmin/user_upload/e220_Hornidge_KSociety%20as%20academic%20concept_2011.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/hykKw.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=04A9A4A48288F9BD115AC0AD64A3324>



### **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://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. Altabach (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
<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

<b>Course Title: Modern Sociological Theories</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. 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.

<b>DSC SOC C16 - Content of Course : Modern Sociological Theories</b>	<b>60 Hrs</b>
<b>Unit 1 T Parsons and R K Merton</b>	<b>15</b>
<b>Chapter 1</b> Talcott Parsons: Meaning of Social Action and its Types, Meaning of Social System, AGIL Model	
<b>Chapter 2</b> Robert King Merton: Postulates of Functional Analysis, Manifest and Latent Functions, Middle Range Theories, Paradigm of Deviant Behaviour	
<b>Unit 2 Lewis Coser and R Collins</b>	<b>15</b>
<b>Chapter 3</b> Lewis A Coser: Functions of Social Conflict	
<b>Chapter 4:</b> Randall Collins: Microsociological Perspective	
<b>Unit – 3 H Blumer and E Goffman</b>	<b>15</b>
<b>Chapter 5</b> Herbert Blumer: Three Basic Premises, Structure and Process	
<b>Chapter 6</b> Erving Goffman: Dramaturgy	

<b>Unit - 4 J Habermas and Ulrich Beck</b>	<b>15</b>
<b>Chapter 7</b> Jurgen Habermas: Communicative Theory of Action <b>Chapter 8</b> 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
- Harlambos, 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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
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*

### BA Semester 5: Discipline Specific Electives

Title of the Course:

<b>DSE 1</b>					
<b>Political Sociology</b>		<b>Society and Religion</b>		<b>Sociology of Human Rights</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/s semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
3	45	3	45	3	45

### BA Semester 6: Discipline Specific Electives

Title of the Course:

<b>DSE 2</b>					
<b>Understanding Development</b>		<b>Sociology of Food Culture</b>		<b>Sociology of Sanitation</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/s semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
3	45	3	45	3	45

### Discipline Specific Elective: B.A. Semester V

<b>Course Title: Political Sociology</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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)*

#### **Course Objectives**

- 1) Learn about different conceptions of power in social life
- 2) Understand more about the political culture and contemporary operations of political power
- 3) Learn to think sociologically about important political phenomena like nationalism, violence, and terrorism. The broader learning goals of this course are that you will

#### **Course Outcomes (COs) for DSE 1:**

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. Ability to think critically and comparatively, specifically about power and its operation
2. Analyse the socio-political scenario of India
3. Critique the ideas of nationalism, violence, terrorism, regional aspirations

**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
Ability to think critically and comparatively, specifically about power and its operation	X	X							X
Analyse the socio-political scenario of India	X	X	X	X				X	
Critique the ideas of nationalism, violence, terrorism, regional aspirations	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.

<b>DSE SOC E1 - Content of Course : Political Sociology</b>	<b>45 Hrs</b>
<b>Unit 1 Introduction</b>	<b>15</b>
<b>Chapter 1:</b> Political Sociology: Meaning, Importance and History; Relationship between Society and State <b>Chapter 2</b> Meaning of - Political System, Power, Domination, Authority, Hegemony, Nation, State, Citizenship, Government, Governance <b>Chapter 3</b> Types of Political System: Monarchy, Authoritarian and Totalitarian, Democracy	
<b>Unit 2 Theoretical Approaches</b>	<b>15</b>
<b>Unit 4</b> Max Weber on Class, Status and Party <b>Unit 5</b> Karl Marx on Economic Bases of Power <b>Unit 6</b> Michels' Iron Law of Oligarchy	

Unit 3 State and Society in India	15
<b>Chapter 7</b> Features of Democratic Party System and Influence of Colonialism	
<b>Chapter 8</b> Party Politics and Factionalism, Anti-Defection Law, Local Self Government	
<b>Chapter 9</b> Role and Impact of Language, Religion, Caste and Nationalism on Indian Political System	

#### Reference Books

Ali, Ashraf and C.N. Sharma (1983). Political Sociology: A New Grammar of Politics, Madras: University Press.

Bendix, Reinhard (1968). State and Society, Boston: Little Brown.

Dahl, Robert (1983). Modern Political Analysis, New Delhi: Prentice Hall.

Eisenstadt, S.N. ed. (1971). Political Sociology, New York: Basic Books.

Gould, Harold A. and Sumit Ganguly eds. (1993). India Votes: Alliance Politics and Minority Governments in the Ninth (1989) and Tenth (1991) General Elections, Boulder: West View Press.

Gupta, Dipankar (1996). Political Sociology in India: Contemporary Trends, Hyderabad: Orient Longman.

Hyman, H.H. (1972). Political Socialization: A Study in the Psychology of Political Behaviour, Glencoe: Free Press.

Jangam, R.T. (1980). Text Book of Political Sociology, New Delhi: Oxford and IBH Publishing Company.

Kothari, Rajni ed. (1973). Caste in Indian Politics, New Delhi: Orient Longman.

Lipset, Seymour Martin. (1960). Political Man: The Social Bases of Politics, New York: Feffer and Simons.

Mitra, Subrata K. and James Chiriyandath eds. (1992). Electoral Politics in India: A Changing Landscape, New Delhi: Segment Books

Mukhopadhyay, A.K. (1977). Political Sociology: An Introduction, Calcutta: Bagchi.

**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

### Discipline Specific Elective: B.A. Semester V

<b>Course Title: Society and Religion</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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)*

#### **Course Objectives**

- 1) Learn about different religion as a social institution and its various conceptions
- 2) Understand classical sociological ideas on religion
- 3) Exposed to contemporary debates associated with religion and contemporary trends

#### **Course Outcomes (COs) for DSE 1 Society and Religion:**

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. Differentiate and discuss about different conceptions of religion and science
2. Appreciate and apply the sociological approaches to religion
3. Critique the role of religion in contemporary societies



**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
Differentiate and discuss about different conceptions of religion and science	X							X	X
Appreciate and apply the sociological approaches to religion	X	X							
Critique the role of religion in contemporary societies		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.

<b>DSE SOC E1 - Content of Course : Society and Religion</b>	<b>45 Hrs</b>
<b>Unit 1 Introduction</b>	<b>15</b>
<b>Chapter 1</b> Religion as a Subject for Sociology; Sociological Understanding of Religion <b>Chapter 2</b> Meaning of - Myth, Magic, Belief, Ethics, Rationality, Science <b>Chapter 3</b> Elements of Religion: Ritual, Body, Time, Symbols, Religious Community	
<b>Unit - 2 Theoretical Approaches</b>	<b>15</b>
<b>Unit 4</b> Durkheim's The Elementary Forms of Religious Life <b>Unit 5</b> Max Weber's The Protestant Ethic and Spirit of Capitalism <b>Unit 6</b> Mary Douglas' ideas on Purity and Danger	
<b>Unit – 3 Contemporary Debates</b>	<b>15</b>
<b>Chapter 7</b> Religion, State and Secularism <b>Chapter 8</b> Contemporary Religiosity Trends <b>Chapter 9</b> Religion and Mass Mobilisation: Religious Critique of Society, Religious Violence	

#### Reference Books

- Baird, Robert D. (ed.), 1995. Religion in Modern India, New Delhi: Manohar.
- Durkheim, E., 1957. The Elementary Forms of Religions Life, London: Allen & Unwin Ltd.
- Jones, Kenneth W., 1989. Socio-religious reform movements in British India, Hyderabad: Orient Longman.
- Kakar, Sudhir, 1982. Shamans, Mystics and Doctors, New Delhi: OUP.
- Madan, T. N. (ed.), 1992. Religion in India, New Delhi: Oxford University Press.
- Malinowski, B., 1948. Magic, Science and Religion, Tambiah, Boston: Beacon Press.
- Muzumdar, H. T., 1986. India's Religious Heritage. New Delhi: Allied.
- Roberts, Keith A., 1984. Religion in Sociological Perspective, New York: Dorsey Press.
- Shakir, Moin (ed.), 1989. Religion, state and politics in India, Delhi: Ajanta Publications.
- Srinivas, M. N., 1952. Religion and Society Among the Coorgs, New Delhi: Asia Publishing

House. Turner, Bryan S., 1991. Religion and Social Theory. London: Sage.

Weber, M., 1958. The Protestant Ethic and the Spirit of Capitalism. London: Allen & Unwin.

Visvanathan, Susan, 1993. The Christians of Kerala, Delhi: OUP.

**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

## Discipline Specific Elective: B.A. Semester V

<b>Course Title: Sociology of Human Rights</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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)*

### Course Objectives

- 1) Understand the History of Human Rights and structure of UDHR
- 2) Appreciate the sociological contributions to theory of human rights
- 3) Understand the contemporary debates around application of human rights

### Course Outcomes (COs) for DSE 1 Sociology of Human Rights:

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 structure and evolution of UDHR
2. Appreciate and apply the sociological approaches to human rights
3. Critique the relevance and importance of human rights in different contexts

**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
Identify the structure and evolution of UDHR	X							X	X
Appreciate and apply the sociological approaches to human rights	X	X			X			X	X
Critique the relevance and importance of human rights in different contexts	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.

<b>DSE SOC E1 - Content of Course : Sociology of Human Rights</b>	<b>45 Hrs</b>
<b>Unit 1 Introduction</b>	<b>15</b>
<b>Chapter 1</b> Sociology of Human Rights: Need for the Sociological Approach; Sociopolitical Context of Human Rights <b>Chapter 2</b> The Structure of Universal Declaration of Human Rights (1st Generation and 2nd Generation Rights) <b>Chapter 3</b> International Obligations to Human Rights	
<b>Unit 2 Theoretical Approaches</b>	<b>15</b>
<b>Chapter 4</b> Human Rights as Ethical and Social Concerns <b>Chapter 5</b> Theory of Natural Rights <b>Chapter 6</b> Indian Thinkers on Human Rights	
<b>Unit 3 Contemporary Debates</b>	<b>15</b>
<b>Chapter 7</b> Human Rights and Environment <b>Chapter 8</b> Human Rights and Cultural Rights <b>Chapter 9</b> Human Rights and Terrorism	

### Reference Books

- Blau, Judith, E. Keri and Iyall-Smith (2006). Public Sociologies Reader, Toronto: Rowman and Littlefield Publications.
- Desai, A.R. (1986). Violation of Democratic Rights in India, Bombay: Popular Prakashan.
- Falk, Richard (2000). Human Rights Horizons: The Pursuit of Justice in a Globalizing World, New York: Routledge.
- Haragopal, G. (1997). The Political Economy of Human Rights, Himalaya, Hyderabad.
- Iyer, Krishna (1983). Indian Social Justice in Crisis, New Delhi: East West Press.
- Jogdand, P.G ed. (2008). Globalization and Social Justice, Jaipur: Rawat Publications.
- Robertson, A.H. (1972). Human Rights in the World, Manchester: Manchester University Press
- UNDP, Human Development Reports
- Zinnos, Albert A. ed. (2007). Human Rights; A Bibliography with Indexes, Inc.: Nova Science Publishers

**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

## BA Semester 6: Discipline Specific Electives

**Title of the Course:**

<b>DSE 2</b>					
<b>Understanding Development</b>		<b>Sociology of Food Culture</b>		<b>Sociology of Sanitation</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
3	45	3	45	3	45

### Discipline Specific Elective 2: B.A. Semester VI

<b>Course Title: Understanding Development</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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)*

#### **Course Objectives**

- 1) Learn about different conceptions of development
- 2) Critically analyse the theoretical background of development and underdevelopment.
- 3) Familiarises the learner with the debates associated with development

#### **Course Outcomes (COs) for DSE 1:**

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. Ability to think critically and comparatively about development, growth and freedom
2. Analyse the contemporary development discourses



3. Critique the ideas of modernisation, sustainable development and right to development

**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
Ability to think critically and comparatively about development, growth and freedom	X	X	X						X
Critique the ideas of modernisation, sustainable development and right to development	X			X				X	X
Critique the ideas of nationalism, violence, terrorism, regional aspirations	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.

<b>DSE SOC E1 - Content of Course : Understanding Development</b>	<b>45 Hrs</b>
<b>Unit 1 Introduction</b>	<b>15</b>
<b>Chapter 1</b> Development: Meaning; Sociological Understanding of Development (Development as Desired Social Change); Development as Freedom (Amartya Sen) <b>Chapter 2</b> Meaning of Growth, Economic Development, Social Development, Sustainable Development, Social Capital, Right to Development <b>Chapter 3</b> Impact of Colonialism on Development (Indian Experience)	
<b>Unit 2 Development Discourses</b>	<b>15</b>
<b>Chapter 4</b> Modernisation and New Modernisation Studies <b>Chapter 5</b> Dependency Theory <b>Chapter 6</b> World System Theory	
<b>Unit 3 Contemporary Debates</b>	<b>15</b>
<b>Chapter 7</b> Human Development Index (HDI), Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) <b>Chapter 8</b> Regional Disparity, Displacement and Social Exclusion <b>Chapter 9</b> Rights of Future Generations: Reduce, Recycle, Reuse	

### Reference Books

- Alexander K.C. and Kumaran, K.P. 1992. Culture and Development, New Delhi, Sage.
- Haq, Mahabub ul. 1990. Reflections on Human Development, Karachi, Oxford.
- Hoogvelt, Ankie M. 1996. The Sociology of Developing Societies, Delhi, MacMillan.
- Hoselitz, Bert F. 1996. Sociological Aspects of Economic Growth, New Delhi, Amerind Publishers.
- Ian, Roxborough. 1979. Theories of Underdevelopment, Macmillan, London
- Pandey, Rajendra. 1985. Sociology of Development, New Delhi, Mittal.
- Pandey, Rajendra. 1986. Sociology of Underdevelopment, New Delhi, Mittal.
- Sharma, S.L. 1986. Development: Socio-cultural Dimensions. Jaipur, Rawat.
- Smelser, Neil. J. 1988. The Sociology of Economic life, New Delhi, Prentice Hall.

Webster, Andrew. 1988. Introduction to the Sociology and Development, New Delhi, Macmillan.

**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

1	2	3	4	5	6	7	8	9

## Discipline Specific Elective 2: B.A. Semester VI

<b>Course Title: Sociology of Food Culture</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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)

### Course Objectives

- 1) Understand the sociality aspect of food
- 2) Appreciate the sociological analysis of food and its relation to social life
- 3) Familiarises the learner with the debates associated with food practices and food consumption

### Course Outcomes (COs) for DSE 1:

1. Appreciate the complex relations between food, individual and society
2. Understand the evolution of food production and consumption from household to industry
3. Critically understand the relationship between food and society

### Articulation Matrix for Open Elective Course 3: 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 complex relations between food, individual and society	X	X		X				X	
Understand the evolution of food production and consumption from household to industry	X	X	X	X		X	X	X	
Critically understand the relationship between food and risk 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

<b>DSE SOC E2 -Content of Course :Sociology of Food Culture</b>	<b>45 Hrs</b>
<b>Unit 1 Sociality of Food</b>	<b>15</b>
<p><b>Chapter 1</b> Sociological Nature of Food and Eating; Sacred and Taboo Foods; Food, Sociality and Social Change</p> <p><b>Chapter 2</b> Determinants of Food Consumption - Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian</p> <p><b>Chapter 3</b> Local Food Cultures and Taste for Exotic; Diet and Body: Social Appearance and Beauty</p>	
<b>Unit 2 Theoretical Approaches</b>	
<p><b>Chapter 4</b> Claude-Levi Strauss: The Culinary Triangle</p> <p><b>Chapter 5</b> Pierre Bourdieu: Consumption and Social Stratification</p> <p><b>Chapter 6</b> Jean Pierre Poulain: The Food System Perspective</p>	
<b>Unit 3 Food from Domestic to Industry</b>	<b>15</b>
<p><b>Chapter 7</b> Industrialisation of Food Production and Distribution</p> <p><b>Chapter 8</b> Global Overview: Consumption: Patterns and Reasons; Overeating, Under-eating and Hunger</p> <p><b>Chapter 9</b> GM Foods, Organic Foods and Modern Food Practices as Risk Factor</p>	

### Suggested Internet Resources

#### Unit 1

1. <https://www.researchgate.net/publication/313215444> The Sociology of Food Eating and Place of Food in Society
2. <https://apps.who.int/iris/bitstream/handle/10665/330447/WH-1996-Mar-Apr-p10-12-eng.pdf?sequence=1> Food Beliefs and Taboos
3. <https://journals.sagepub.com/doi/pdf/10.1177/1440783310384448> An article on : A Sociology of Food and Eating: Why Now?
4. Gofton, L. (1989), "Sociology and Food Consumption", British Food Journal, Vol. 91 No. 1, pp. 25-31. <https://doi.org/10.1108/00070709010133766>
5. <https://www.e3s->

[conferences.org/articles/e3sconf/pdf/2021/30/e3sconf\\_farba2021\\_10027.pdf](https://conferences.org/articles/e3sconf/pdf/2021/30/e3sconf_farba2021_10027.pdf) An article on Sociology of Nutrition

6. Sylvia Sherwood, Sociology of food and eating: implications for action for the elderly, *The American Journal of Clinical Nutrition*, Volume 26, Issue 10, October 1973, Pages 1108–1110, <https://doi.org/10.1093/ajcn/26.10.1108>
7. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9566.2008.01128.x> Food and Eating as Social Practice
8. Højlund, S. Taste as a social sense: rethinking taste as a cultural activity. *Flavour* 4, 6 (2015). <https://doi.org/10.1186/2044-7248-4-6>
9. <https://www.aabri.com/manuscripts/141797.pdf> Food and identity: Food studies, cultural, and personal identity

## **Unit 2**

1. <https://www.foodsystemprimer.org/food-production/industrialization-of-agriculture/>
2. <https://www.alimentarium.org/en/magazine/society/industrialisation-food-creates-unease>
3. <https://pubs.iied.org/sites/default/files/pdfs/migrate/9338IIED.pdf> Food Industrialisation and Food Power: Implications for Food Governance
4. <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095827139>
5. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", *British Food Journal*, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
6. [sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x](https://sci-hub.se/10.1111/j.1470-6431.1991.tb00672.x) The Shock of the New: A Sociology of Nouvelle Cuisine
7. Meike Brückner, Sandra Čajić & Christine Bauhardt (2021) Reflection: Food as pleasure or pressure? The care politics of the pandemic, *Food and Foodways*, 29:3, 289-298, DOI: 10.1080/07409710.2021.1943612; <https://www.tandfonline.com/doi/pdf/10.1080/07409710.2021.1943612>
8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8071848/> Well-Being and Cooking Behaviour

### Unit 3

1. Wood, R.C. (1990), "Sociology, Gender, Food Consumption and the Hospitality Industry", British Food Journal, Vol. 92 No. 6, pp. 3-5. <https://doi.org/10.1108/00070709010001861>
2. [https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/Sociology\\_final\\_published1039\\_full.pdf](https://research-information.bris.ac.uk/ws/portalfiles/portal/133940034/Sociology_final_published1039_full.pdf) Positioning Food Cultures: Alternative Food as Distinctive Consumer Practice
3. <https://www.uakron.edu/sociology/faculty-staff/rp/Thinking%20Sociologically%20about%20Sources%20of%20Obesity%20in%20the%20United%20States.pdf> Thinking Sociologically about Sources of Obesity in America
4. <https://www.fao.org/3/i7846e/i7846e.pdf> Nutrition and Food Systems: A Report by High Level Panel of Experts

### Reference Books

Beardsworth, Alan and Teresa Keil, 1997, *Sociology on the Menu: An invitation to the study of food and society*, Routledge, London

Beck, Ulrich 1992, *Risk Society: Towards a New Modernity*, Sage Publications

Carolan, Michael, 2012, *The Sociology of Food and Agriculture*, Routledge, London

*Food Marketing to Children and Youth*, 2006, Institute of Medicine, USA

German, John and Lauren Williams (Eds) 2017, *A Sociology of Food and Nutrition: The social appetite*, Oxford University Press, Australia

McIntosh, Wm.Alex, 1996, *Sociologies of Food and Nutrition*, Springer, New York

Murcott, Anne (Ed) 1983, *The Sociology of Food and Eating*, Digitised by Google

Poulain, Jean-Pierre, 2017, *The Sociology of Food: eating and the place of food in society*, Tr by Augusta Dorr, Bloomsbury, UK

Rastogi, Sanjeev (Ed) 2014, *Ayurvedic Science of Food and Nutrition*, Springer, New York

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
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*



## Discipline Specific Elective 2: B.A. Semester VI

<b>Course Title: Sociology of Sanitation</b>	
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</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)

### Course Objectives

- 1) To understand the social aspects of sanitation and social ordering
- 2) To understand the role of the public in sanitation
- 3) To make the students aware about public health and sanitation conditions in India
- 4) To understand the problems of sanitation in India.

### Course Outcomes (COs) for DSE 2:

1. Sensitive to the social base of sanitation and its consequences
2. Appreciate the importance of sanitation for public health
3. Critically understand the relationship between cultural practices and sanitation in India

### Articulation Matrix for Open Elective Course 3: 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
Sensitive to the social base of sanitation and its consequences	X	X		X				X	
Appreciate the importance of sanitation for public health			X	X				X	
Critically understand the relationship between cultural practices and sanitation in India			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

<b>DSE SOC E2- Content of Course : Sociology of Sanitation</b>	<b>45 Hrs</b>
<b>Unit 1 Introduction</b>	<b>15</b>
<b>Chapter 1</b> Sociology of Sanitation: Origin, Scope and Need <b>Chapter 2</b> Relationship between Public Health, Sanitation and Well-Being <b>Chapter 3</b> Social Epidemiology: Relation between Sanitation and Epidemics	
<b>Unit 2 Sanitation and Society</b>	<b>15</b>
<b>Chapter</b> Problem of Environmental Sanitation in India <b>Chapter</b> Sanitation, Purity-Pollution and Scavenging Castes <b>Chapter 6</b> Sanitation and Dignity of Women	
<b>Unit 3 Sanitation in India</b>	<b>15</b>
<b>Chapter 7</b> Sulabh Sanitation Movement <b>Chapter 8</b> Sanitation Policies and Programmes <b>Chapter 9</b> Sanitation in Karnataka: Issues and Concerns	

### Reference Books

- Akram, Mohammad.2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in health care: Advances in medical sociology. Mumbai: Jai press.
- Basu S.C. 1991. Hand book of Preventive and Social Medicine 2nd edition, Current Books International, Calcutta.
- Chatterjee, Meera. 1988. Implementing Health Policy, New Delhi: Manohar Publications.
- Cockerham , William C, 1997, Medical Sociology New Jersey : Prentice Hall
- Coe, Rodney M .1970. Sociology of Medicine, New York: McGraw Hill.
- Dalal, Ajit, Ray Shubha, 2005. Ed. Social Dimensions of Health, Rawat.
- Government of India. National Health Policy. 2002. New Delhi: Ministry of health and family Welfare.
- Gupta, Giri Raj (ed.). 1981. The Social and Cultural Context of Medicine in India, New Delhi: Vikas Publishing House.

- Jha, Hetukar. 2015. Sanitation in India. Delhi: Gyan Books.
- Nagla, B K. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Nagla, Madhu. 2013. Gender and Health, Jaipur Rawat Publications
- Pais, Richard. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Park K. 2002. Textbook of Preventive and Social medicine; 20th edition, Banarasidas Bhanot publishers, Jabalapur.
- Pathak, Bindeshwar. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Saxena, Ashish. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.

**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*

## BA Semester 5: Vocational Course - 1

### Title of the Course:

V 1	
Public Health Consultancy	
Number of Theory Credits	Number of lecture hours/semester
1	15

**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*)

### Course Objectives

- 1) Work in socially, culturally and economically diverse populations
- 2) Be attentive to needs of vulnerable and disadvantaged groups and
- 3) Be well versed with existing health systems
- 4) To communicate issues related to health and health maintenance effectively
- 5) Demonstrate qualities of leadership and mentorship

### 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. Demonstrate adequate knowledge and skills to a wide range of public health issues
2. Develop action plan for specific, identified public health issues
3. Conduct operational research in institutional and field settings

<b>VOC SOC 1 - Content of Course : Public Health Consultancy</b>	<b>45 Hrs</b>
<b>Unit – 1 Introduction</b>	<b>15</b>
<p>Chapter 1: Definition of Health, Human Behaviour; Social and Cultural Determinants of Health</p> <p>Chapter 2: Public Health: Meaning, Importance; Social Epidemiology and Community Health</p> <p>Chapter 3: Health Policy in India</p>	
<b>Unit - 2 Health Communication</b>	<b>15</b>
<p>Chapter 4: Verbal Vs Non-Verbal Communication; Public Speaking; Using Audio-Visual aid in Communication; Written Communication</p> <p>Chapter 5: Information Education and Communication (IEC); Interpersonal Communication (IPC)</p> <p>Chapter 6: Social and Behaviour Change Communication (SBCC)</p>	
<b>Unit 3: Field Work</b>	<b>15</b>
<p>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</p> <p>Chapter 7: Sanitation, Personal Hygiene, Control of Infectious Diseases</p> <p>Chapter 8: Awareness about HIV/AIDS, Anti-tobacco Campaigns, Awareness about Alcoholism, Domestic Violence, Sexual Violence</p> <p>Chapter 9: Geriatrics, Maternal and Child Health, Mental Health, Motor Vehicle Accidents, Lifestyle Diseases</p>	

## Reference Books

Albert, Gary L. and R. Fitzpatrick (1994). Quality of Life in Health Care: Advances in Medical Sociology, Mumbai: Jai Press.

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## Suggested Internet Resources

### Unit 2

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

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