

## B.A. Semester VI

21BA6C12SO12	
<b>Course Title: Sociological Perspectives</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 2 hours</b>
<b>Model Syllabus Authors:</b>	<b>Summative Assessment Marks: 60</b>

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

**Completion of DSC1-DSC8**

### Course Objectives

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

### Course Outcomes (COs) for DSC 12:

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

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

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

**Articulation Matrix for Course 12: 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>
Appreciate the significance of major Sociological theories	X	X		X					
Able to use fundamental theoretical categories	X	X		X	X	X			X
Understand the different nuances of concepts and terms	X	X							

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

<b>DSC SOC C12 - Content of Course : Sociological Perspectives</b>	<b>60 Hrs</b>
<b>Module - 1 Basics of Theory</b>	<b>08</b>
<b>Chapter 1</b> Theory: Meaning and Features. Meaning of Social Theory. Types of Theory: Macro, Meso, Micro <b>Chapter 2</b> Building Blocks: Concept, Assumption, Hypothesis, Model; Need for Theoretical Thinking	
<b>Module - 2 Theoretical Methods</b>	<b>07</b>
<b>Chapter 3</b> Meaning of - Induction, Deduction, Fact, Causal Relation, <b>Chapter 4</b> Correlation, Constant, Variable, Generalisation	
<b>Module - 3 Structural Functional Perspective</b>	<b>15</b>
<b>Chapter 4</b> Origin of Functionalism and Structuralism; Meaning of: Social Structure, Social System, Function, Integration, Social Equilibrium, Social Order, Dysfunction <b>Chapter 5</b> Postulates of Functional Analysis <b>Chapter 6</b> Neo-functionalism	
<b>Module - 4 Conflict Perspective</b>	<b>15</b>
<b>Chapter 7</b> Origin of Conflict Perspective; Meaning of: Conflict, Social Inequality, Power, Dominance, Authority, Class Struggle, Hegemony <b>Chapter 8</b> Process of Social Conflict and Social Change; <b>Chapter 9</b> Functions of Social Conflict	
<b>Module -5 Symbolic Interaction Perspective</b>	<b>15</b>
<b>Chapter 10</b> Origin of Symbolic Interaction Perspective; Meaning of: Symbol, Interaction, Social Construction of Reality, Interpretation, Reflexivity, Negotiation <b>Chapter 11</b> Importance of Meaning; Definition of Situation <b>Chapter 12</b> Dramaturgy and Everyday Life	

### Reference Books

- Aron, Raymond (1991). Main Currents in Sociological Thought (Vol.1), London: Penguin.
- Barnes H.E. ed. (1948). An Introduction to the History of Sociology, Chicago: Chicago University Press.
- Black, Max ed. (1961). The Social Theories of Talcott Parsons: A Critical Examination,

Carbondale: Southern Illinois University Press.

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

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

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

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

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

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

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

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

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

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

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

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

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

<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*

## B.A. Semester VI

21BA6C13SO13	
<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: 2 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)**

<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>
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>Module - 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>Module - 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>Module - 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>Module - 4 Health Care Reform</b>	<b>08</b>
<b>Chapter 10</b> Medicalisation and Pharamceuticalisation of Health <b>Chapters 11 &amp; 12</b> Learning from the Field: Report on Health Services or Functioning of Health Organisations or Selected Health Programmes at State Level	
<b>Module - 5 Health Status of Kalyana Karnataka</b>	<b>07</b>
<b>Chapters 13</b> Problems and Challenges : Malnutrition , Bronchioles diseases and Cardiac Arrest <b>Chapters 14</b> Remedies and Services for prevention of diseases	

### 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

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

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



## B.A. Semester VI

21BA6C14SO14	
Course Title: Society in Karnataka	
Total Contact Hours: 60	Course Credits: 4
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 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. 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 contemporary society.

**Articulation Matrix for Course 14: 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>
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>Module - 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>	
<b>Module - 2 Social Organisation</b>	<b>08</b>
<p><b>Chapter 3:</b> Religions, Languages, Castes, Tribes and Classes as per latest Census/Sample Surveys</p> <p><b>Chapter 4:</b> Education: Growth of STEM Courses, Status of Social Sciences and Humanities; Urbanisation: Trends and Issues</p>	
<b>Module - 3 Social Movements of Karnataka</b>	<b>07</b>
<p><b>Chapter 5:</b> Unification of Karnataka, Save Kannada and Gokak Movements</p> <p><b>Chapter 6:</b> Environment Movements: Chipko and Appiko, Sahyadri Mining Protest, Seabird Naval Base, Movement Against Social Forestry</p> <p><b>Chapter 7:</b> Socio-Religious Movements: Veerashaiva, Non-Brahmin, Dalit Movements</p>	
<b>Module - 4 Social Issues in Kalyana Karnataka</b>	<b>15</b>
<p><b>Chapter 8:</b> Socio-Economic Profile: Developments in Agriculture, Industry and Service Sectors, HDI and Regional Disparities</p> <p><b>Chapter 9 :</b> Status of 371(J), Role of KKRDP in development of Kalyana Karnataka</p>	
<b>Module - 5 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>	

- HDI : Human Development Index

## 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

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



**CBET Question Paper Pattern for B.A. Semester End examinations**  
**with effect from the AY 2021-22**

**Language (I.I & I.II) Discipline Core Courses (BAC)**  
**Open Elective Course (BAC)**

Page Code	Page Title	Max. Marks
Page 01/02		100
<b>Instruction: Answer all Questions</b>		
<b>SECTION - I</b>		
1. Answer the following six questions, each question carries 20 marks.		(120)
a)		
b)		
c)		
d)		
e)		
f)		
<b>Note: Mark 10 of the questions from each set.</b>		
<b>SECTION - II</b>		
2. Answer any 03 of the following questions, each question carries 30 marks.		(90)
a)		
b)		
c)		
d)		
e)		
<b>Note: Mark 15 of the questions from each set. Do not write answers to any question that would not apply to.</b>		

**SECTION - III**

3. Answer any 03 of the following questions, each question carries 30 marks.		(90)
a)		
b)		
c)		
d)		
e)		
<b>Note: Mark 15 of the questions from each set. All questions carry 10 and 20 marks. Do not write answers to questions that would not apply.</b>		

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