

KUVEMP



UNIVERSITY

DEPARTMENT OF P.G. STUDIES AND RESEARCH IN SOCIOLOGY
Jnana Sahyadri Campus, Shankaraghatta – 577 451, Shivamogga Dist., Karnataka

CURRICULUM CONTENT

For
SOCIOLOGY (UG)

(Case 1: 3 Majors with a General Degree)
(With Effect from 2024 - 25)

Under
State Education Policy (SEP) – 2024
3rd and 4th Semester Sociology (UG) Syllabus

June 2025

Board of Studies in Sociology (UG) Members

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Department of Sociology, Kuvempu University

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Associate Professor, Government Women First grade College, Chikkamagaluru

Programme Structure – Case 1: 3 Majors with General Degree

Semester	Major 1	Major 2	Major 3	Elective Optional	Language	Value/Skill – Compulsory
I	5	5	5	-----	Language 1 – 3 Language 2 – 3	Constitution – 2
II	5	5	5	-----	Language 1 – 3 Language 2 – 3	Constitution – 2
III	5	5	5	Elective 1 & 2	Language 1 – 3 Language 2 – 3	-----
IV	5	5	5	Elective 1	Language 1 – 3 Language 2 – 3	Skill/Knowledge – 2

Core subject - Semester I to IV each course is of 5 credits: Teaching hours: 6

SEP 2024 Scheme: 2025-26 Onwards

B.A. Sociology Courses: Under Choice Based Credit System [CBCS]

Course Scheme							
Paper No.	Paper Code No.	Semester	Title of the Paper	No. of Credits [L;T;P]	IA Marks [C1+C2]	Theory Exam: C3	Total Marks
Discipline Specific Course (DSC) to be offered during III Semester							
1	DSC-3	III	Understanding Indian Society	L:6+T:0=6	10+10	80	100
	Electives: ANY TWO	III	Elective: 3.1 Marginalized Groups in India 3.2 Gender and Society	L:4+T:0=4	10+10	80	100
Discipline specific Course[DSC] to be offered during IV Semester							
2	DSC-4	IV	Contemporary Social Problems in India	L:6+T:0=6	10+10	80	100
	Electives: ANY ONE	IV	Elective: 4.1. Sociology of Tourism	L:4+T:0=4	10+10	80	100
	Practical/ Skill	IV	Sociology of Public Health Consultancy	L:2+T:0=2	5+5	40	50
Note: * Elective courses can choose ANY TWO in 3rd and ANY ONE in 4th Semester							

Note: Number of students for elective course is **Minimum of 15**

Core subject - Semester I to IV each DSC course is of 5 credits; teaching hours 6

Semester III to IV each Elective course is of 3 credits; teaching hours 4

Semester IV Practical/Skill course is of 2 credits; teaching hours 2

INSTRUCTION

1. Credits Per DSC paper per week in THRID and FOURTH Semester= 05 Credits [L:6+T:0=6]
2. Workload Per DSC paper per week in THRID and FOURTH Semester= 06 Hours[L:6+T:0=6]
3. Credits Per Elective paper per week in THRID and FOURTH Semester= 03 Credits [L:4+T:0=4]
4. Workload Per Elective paper per week in THRID and FOURTH Semester= 04Hours [L:4+T:0=4]

5. One elective paper is mandatory for students in the III and IV semesters. However, if the student's strength is more in III semester, they may teach another elective paper.

6. Marks for Each DSC:100 MARKS

Out of 100 Marks: C3=80 Marks is for Theory Examination

[Comprehensive End-Semester Examination]

C1+C2=10+10=20 Marks [Continuous Assessment] [for each Course in 6 semesters]

20 Marks for C1 & C2 Shall have the break-up as follows:

C1: 05 Marks for the first Test+ 5 Marks for Assessment/Seminar

C2: 05 Marks for the first Test+ 5 Marks for Assessment/Seminar

7. Marks for SKILL/PRACTICAL PAPER:50 MARKS

Out of 50 Marks: C3=40 Marks is for Theory Examination

[Comprehensive End-Semester Examination]C1+C2=05+05=10 Marks [Continuous Assessment]

DSC: Discipline Specific Course	L:T:P: Lecture: Tutorials: Practical
ELE: Elective	
PRACTICAL/SKILL	

Semester III

DSC-SOC-3: Understanding Indian Society

Credits: 5

Objectives: After studying this course, the learners will be able to:

1. Understand the diversities and unity in Indian Society;
2. Know the major segments and traditions in society.
3. Understand the continuities and changes taking place in Indian society;
4. Understand various theoretical perspectives to comprehend Indian Society.
5. The sociological perspectives presented in this course will enable students to gain a better understanding of their own situation and region.

Course Outcome:

- CO1. Understand the diversities in India.
- CO2. Understand theoretical perspectives to comprehend Indian Society.
- CO3. Understand the factors for unity in Indian Society;
- CO4. Know the major segments in society,
- CO5. Understand the continuities and changes taking place in Indian society;
- CO6. Better understanding of social situation in the given region.

Course Content:

Unit-I. Introduction

1. Unity and Diversity in India
2. Racial Groups in India
3. Distribution of Indian Population by Religion and Language
4. Problems of Integration

Unit-II. Perspectives and Indian Sociologists

1. Indological Perspective – G.S Ghurye
2. Structural Functional Perspective – M.N Srinivas
3. Subaltern Perspective – B.R Ambedkar
4. Marxist Perspective – A.R Desai

Unit-III. Social Categories in India

1. Caste system – Meaning-Definitions and Recent Trends in Caste System
2. Scheduled Castes – Exclusion and Inclusion
3. Tribal Society and Tribal Zones in India
4. Other Backward Classes – Categories

Unit-IV. Marriage and Family in India

1. Patterns of Marriage in Different Communities – Hindu, Muslim, Christian
2. Trends in the Marriage System
3. Family and Types – Matriarchal, Patriarchal, Nuclear and Joint Family
4. Changing Structure of Family-Living Together, Single Parent Family and Empty Shell Family

Unit 5. Social Organisation and Development

1. Agrarian Social Structure; Rural Problems
2. Urban Society; Rural - Urban Continuity and Urban Problems
3. Local Self Governance – Panchayat Raj System, Development Programmes – MGNREGA, Concept of Smart City
4. Activity (Any two)

References

- Dhanagare, D.N. (1993). *Themes and Perspectives in Indian Sociology*. Rawat, Jaipur.
- Dube, Leela (1997). *Women and Kinship, Comparative Perspectives on Gender Southern South Asia*.
- Kapadia, K.M. (1981). *Marriage and Family in India*. Oxford University Press.
- Lannoy, Richard (1971). *The Speaking Tree, A Study of Indian Culture and Society*. Oxford University Press, London.
- Marriott, McKim (1990). *India through Hindu Categories*. Sage, Delhi.
- Michael, S.M. (1999). *Dalits and Modern India: Visions and Values*.
- Mondelboum, D.C. (1972). *Society in India*. Popular Prakashan, Bombay.
- Nagla, B.K. (2023). *Indian Sociological Thought*. Rawat Publications, New Delhi.
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- Rao, M.S.A. (ed.) (1974). *Urban Sociology in India*. Orient Longman, New Delhi.
- Singer, Milton and Cohen, Bernards (1996). *Structure and Change in Indian Society*. Rawat, Jaipur.
- Singh, A.K. (1998). *Forest and Tribal in India*.
- Srinivas, M.N. (1987). *The Dominant Caste and other Essays*. Oxford University, New Delhi.

ELECTIVE PAPER-1

Elective Paper: 3.1- Marginalized Groups in India

Credits: 3

Objectives:

This course helps the student;

1. To focus on the segments of population lived on the margins of society.
2. To analyse the social situation of groups that have not received adequate attention.
3. To sensitize students to the significance of the sociological study on Dalits.
4. To study the tribal communities and nomadic castes and tribes.
5. To focus on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Course Outcomes:

- CO1. Focus on the neglected segments of the population
- CO2. Sociological study of Dalits
- CO3. Understand tribal communities and nomadic tribes
- CO4. Focus communities in extreme poverty, deprivation and discrimination
- CO5. Nature of social exclusion in India
- CO6. Positive discrimination and reservation policy

Course Content:

Unit-I. Introduction

1. Meaning, Scope and Importance of the Study of Marginalization
2. Process of Marginalization
3. Marginalization and its Socio-Economic Indices: Poverty, Relative Isolation, Exploitation, Discrimination, Denial of Human Rights and Inequality

Unit-II. Marginalized Groups in India

1. Scheduled Castes and Scheduled Tribes
2. Religious and Linguistic Minorities
3. Nomadic, Semi-Nomadic and De-Notified Tribes

Unit-III. Emerging Marginalized Groups

1. Women
2. Aged and Specially Challenged
3. Gay, Lesbians and Transgender (LGBTQ)

Unit-IV. Marginalization and Affirmative Actions

1. Constitutional Provisions; Governmental Policies
2. Role of NGOs in Empowerment of Marginalized Groups
3. Recent Trends in Social Inclusion

References

Ambedkar, B.R. (1946). *Who Were the Shudras?* Thacker and Co. Ltd., Bombay.

Ambedkar, B.R. (1948). *The Untouchables : Who are They and Why They Became Untouchables*, Amrit Book, New Delhi.

- David E. Newton, (II ed.): *Gay and Lesbian Rights: A Reference Hand Book*. Green Wood Publishing Group.
- Elwin, Verier (1963). *A New Deal for Tribal India*.
- Ghurye, G.S. (1969). *Caste, Race and Occupation in India*. New Delhi.
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- Kananakel, Joshi (1963). *Scheduled Caste and the Struggle against Inequality*. Indian Social Institute, New Delhi.
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- Paisley Currah (ed.). *Transgender Rights*. The University of Minnesota Press.
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- Rajath, Vinay D. (2016). *Relegated Identities: Studies on Marginalisation*. Mangala Publications, Mangalore.
- Ranjeet, Guha. *Subaltern's Studies* 2 Vols, Oxford, OUP.
- Richard Peddicord, O.P. Sheed and Ward. *Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice*.
- Vasant, Moon. *Dr. Babasaheb Ambedkar, Writings and Speeches*. Vol. 1-14, Government of Maharashtra Publication.

ELECTIVE PAPER-2

Elective Paper: 3.2- Gender and Society

Objectives:

1. To acquaint students with the conceptual and theoretical framework, terminologies related to Gender.
2. Understanding the ways in which gender crises crosses with different social institutions and processes.
3. To reflect upon National and international laws, policies and initiatives sketched to address Gender inequalities and their implications.

Course Outcomes:

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

1. Understand the role of socialization as a constructor of gender roles and status
2. Appreciate the role of defining one's self identity in terms of gender
3. Identify the gender bias and discrimination present in everyday social structure
4. Take informed decisions about addressing gender justice issues

Course Content:

Unit-I. Social Construction of Gender

1. Gender and Sex, Patriarchy, Gender relations,
2. Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity
3. Gender Division of Labour, Third Gender in Indian Social Institutions

Unit-II. Gendered Representation and Violence

1. Mass Media and Politics
2. Education, Employment and Health
3. Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Cyber Crime

Unit-III. Addressing Gender Justice

1. Work place, Care work and Affective Labour
2. Gender Representation of Women, 73rd and 74th Constitutional Amendment
3. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Unit-IV. Empowerment of Women in India

1. Role of Government Policies
2. Media and Identity
3. Science and Technology

References

- Alfred De Souza (1980). *Women in Contemporary India and South Asia*. Allyn and Bacon.
- Anju Vyas (1993). *Women's Studies in India: Information Sources*.
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- Ray, R. (2012). *Handbook of Gender*. Oxford University, New Delhi.
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- Sen, Amartya (2000). *Development as Freedom*. Anchor Books, New York.
- Shiva, Vandana. (2010). *Staying Alive: Women, Ecology, and Development*. South End Pr Tong, USA.

Semester IV

DSC-SOC-4: Contemporary Social Problems in India

Objectives:

After studying this course, the student will be able to;

1. To go beyond the commonsense understanding of the prevailing social issues and problems to project them into their structural context; to focus on the structural linkages and interrelationships.
2. To sensitize to the emerging social issues and problems of contemporary India.
3. To acquire sociological understanding of social issues and problems
4. Empower to deal with the social problems and to serve as change agents both in governmental and non-governmental organizations
5. The sociological perspectives to enable students to gain a better understanding of their own situation and region.

Course Outcomes:

- CO1. Understand social issues and problems of contemporary India
- CO2. Change agents - governmental and non-governmental organizations
- CO3. Structural linkages and interrelationships of social issues
- CO4. Emerging social issues and problems of contemporary India
- CO5. Sociological understanding of issues and problems
- CO6. Empower to deal with issues and problems
- CO7. Better understanding of their own situation and region

Course Content:

Unit-I. Introduction

1. Meaning and Characteristics of Social Problems
2. Causes of Social Problems
3. Theoretical Approaches to the study of Social Problems (Conflict, Feminist)
4. Societal Impact of Social Problems

Unit-II. Issues in Marriage and Family

1. Marriage and Changing Trends, Live in Relations
2. Desertion, Separation and Divorce – Causes and Consequences
3. Domestic Violence
4. Problems of the Elderly

Unit-III. Issues of Children

1. Children in Conflict with the Law
2. Child Labour
3. Problem of the Girl Child
4. Legislative and Welfare Measures

Unit-IV. Alcohol and Substance Abuse

1. Meaning and Causes of Alcoholism
2. Effects of Alcoholism
3. Meaning of Addiction; Causes of Substance Abuse
4. Types of Drugs; Impact of Drug Addiction

Unit 5. Youth and Social Concerns

1. Problem of Unemployment and Underemployment
2. Youth, Media and Technology
3. Terrorism
4. Activity (Any two)

References

- Atal, Yogesh (1979). *The Changing Frontiers of Caste*. National Publishing House, Delhi.
- Allen, Douglas (ed.) (1991). *Religion and Political Conflict in South Asia*. Connecticut University Press, West Port Conn.
- Betteille, Andre (1992). *Backward Classes in Contemporary India*. Oxford University Press, New Delhi.
- Berreman, G.D. (1979). *Caste and Other Inequalities: Essays in Inequality*. Folklore Institute, Meerut.
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- Kapadia, K.M. (1981). *Marriage and Family in India*. Oxford University Press.
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Elective Paper-1

Elective 4.1: Sociology of Tourism Management

Objectives:

This course aims to provide:

1. Basic knowledge on tourism.
2. Lessons on social aspects of tourism
3. Understanding tourism as a socio-economic force in social development.
4. Understanding cultural differences and respect for others culture.
5. Motivation to choose a career in tourism management

Course Outcome:

- CO1. Explain the relationship between tourism, culture and cultural heritage
- CO2. Explain social, cultural and economic impacts of tourism on local communities
- CO3. Understand the relationship between tourism and consumption
- CO4. Understand the principles of tourism management
- CO5. Acquaint with the places of tourism in India
- CO6. Understand the perspectives on tourism
- CO7. Learn about the tourism opportunities in India
- CO8. Know the tourism policies in India
- CO9. Learn sociological analysis and effects of tourism on India
- CO10. Usefulness of sociological study of Tourism

Course Content:

Unit-I. Introduction

1. Sociology of Tourism; Culture, Tourist Gaze; Relation between Tourism
2. Types of Tourism: Cultural, Heritage, Health Tourism, Medical, Food, Sports and Eco Tourism
3. Tourism and Locals; Hosts and Guests: Mutual Impact

Unit-II. Tourism System

1. Development and Structure of the Tourist System, Motivation and Role of Tourist
2. Impact of Tourism on Host Place: Social, Economic, Climate and Environmental
3. Sustainable Tourism: Definitions of Sustainable and Sustainable Tourism; Sustainability of Tourism

Unit-III. Tourism Management

1. Demand for Tourism and Tourism Consumer Behaviour: Accommodation; Transportation; Role of Intermediaries
2. Marketing for Tourism: Definition; Difference between Marketing and Selling; Tourism as a Service Industry: Product, Price, Promotion and Place
3. Information Technology and Tourism: ICT as a Business Tool; e-Tourism

Unit-IV. Tourism Industry

1. Social, Economic, Climate and Environmental impact of tourism
2. Economic and Professional aspects of Tourism.
3. Tourism policy and planning in India.

References

- Apostolopoulos, Y., Leivadi, S. and Yiannakis, A. (eds.) (2000). *The Sociology of Tourism: Theoretical and Empirical Investigations*. Routledge, London.
- Archer, B.H. (1973). *The Impact of Domestic Tourism*. Cardiff University of Wales Press.
- Basawaraj, Gulshetty. (2016). *Sociology of Leisure and Tourism Study*. Lambert Publication.
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- Urry, John (1998). *The Tourist Gaze: Leisure and Travel in Contemporary Societies*. Sage, New Delhi.

(Skill SEC4) - Content of Course: Public Health Consultancy

Objectives:

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

Course Outcomes:

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

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

Pedagogy:

Blended learning, Group discussions, role play, microproject, field visit, written / oral presentation by the students

SEC4-Content of Course: Public Health Consultancy	20 Hrs
Unit-I. Introduction	10
1. Definition of Health, Human Behaviour; Social and Cultural Determinants of Health 2. Public Health: Meaning, Importance 3. Social Epidemiology and Community Health	
Unit-II. Health Communication	10
1. Verbal Vs Non-Verbal Communication; Public Speaking; Using Audio-Visual aid in Communication; Written Communication 2. Information Education and Communication (IEC); Interpersonal Communication (IPC); Social and Behaviour Change Communication (SBCC) 3. Students have to go to the field and intensely involve themselves in the following suggested areas. (Teachers can choose or modify as per local needs:) Sanitation, Personal Hygiene, Control of Infectious Diseases, Awareness about HIV/AIDS, Anti-tobacco Campaigns, Awareness about Alcoholism, Domestic Violence, Sexual Violence Geriatrics, Maternal and Child Health, Mental Health, Motor Vehicle Accidents, Lifestyle Diseases	

References

- Albert, Gary L. and Fitzpatrick, R. (1994). *Quality of Life in Health Care: Advances in Medical Sociology*. Jai Press, Mumbai.
- Annandale Allen (2001). *The Sociology of Health and Medicine - A Critical Introduction*. Polity Press, Cambridge.
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- Conrad, Petered (2005). *Sociology of Health and Illness: Critical Perspectives*. Worth Publishing, New York.
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- Madan, T.N. (1980). *Doctors and Nurses*. Vikas, New Delhi.
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- Schwartz, Howard (1994). *Dominant Issues in Medical Sociology*. McGraw Hill, New York.
- Venkataratnam, R. (1979). *Medical Sociology in an Indian Setting*. MacMillan, Madras.

PATTERN QUESTION PAPER FOR DSC & ELECTIVES SEMESTER END EXAMINATION	
Pattern of question paper shall consist of Very short, Short and Long Answer Questions	
*Note: Question Papers will be set both in English and Kannada	
Time: 3 Hrs	Question Paper Pattern
	Max. Marks - 80
	(Title of the Course) Note : Answer all Sections
	SECTION-A/ ವಿಭಾಗ-ಎ
	I. Answer any Ten of the following. Each one carries two marks. (10X2=20)
	ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಹತ್ತು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಎರಡು ಅಂಕಗಳು.
	a) b) c) d) e) f) g) h) i) j) k) l)
	SECTION-B/ ವಿಭಾಗ-ಬಿ
	Answer any Six of the following. Each one carries Five marks. (6x5=30)
	ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಆರು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಐದು ಅಂಕಗಳು.
	2. 3. 4. 5.. 6.. 7. 8. 9.
	SECTION-C/ ವಿಭಾಗ-ಸಿ
	Answer any THREE of the following. Each one carries TEN marks. (3x10=30)
	ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಮೂರು ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಹತ್ತು ಅಂಕಗಳು.
	10. 11. 12. 13. 14.
Written Examinations: C3=80 Marks	
[C1: Marks for Test & 5 Marks for Assignment+C2:10 Marks for Test]:C1+C2=20 Marks	
TOTAL = 100 Marks	

PATTERN QUESTION PAPER FOR PRACTICAL/SKILL EXAMINATION		
Pattern of question paper shall consist of Very short, Short and Long Answer Questions		
*Note: Question Papers will be set both in English and Kannada		
Time: 3 Hrs	Question Paper Pattern	Max. Marks - 40
	(Title of the Course)	
	Note : Answer all Sections	
I. Answer any FIVE questions in 2-3 sentences each		(3x5=15)
1. Q.		
2. Q.		
3. Q.		
4. Q.		
5. Q.		
6. Q.		
7. Q.		
II. Answer any TWO questions in 10-12 sentences each		(5x2=10)
8. Q.		
9. Q.		
10. Q.		
III. Answer any ONE in 20-25 sentences each		(15x1=15)
11. Q.		
12. Q.		
Written Examinations : C3= 40 Marks		
[C1: Marks for Test & 5 Marks for Assignment/Seminar]C2:10 Marks for Test]:C1+C2 = 10 Marks		
TOTAL = 50 Marks		

Evaluation of the course consists of

1. Theory exam for 3 hours duration for 80 marks
2. Internal Formative Continuous Assessment for 20 marks
 - a. 10 marks for 2 written Internal Assessment Exams
 - b. 10 marks for 2 Activities

Pedagogy: Class Lecture, Group discussions, Role play, Micro Project, Field Visits

Internal Assessment:

The internal assessment marks for a course shall be based on two tests and two activities of 05 marks each (one test and one activity for two credit course). The test shall be of at least one hour duration. The total marks of the tests and activities shall be taken as the internal assessment marks. Any activities may be selected from the list of the activities given below or the concerned department may choose an activity that is appropriate to the course and the local relevance.

Item	Test 1	Test 2	Activity 1	Activity 2	Total
Score	05	05	05	05	20

List of Activities:

1. Assignment and presentation.
2. Seminar presentation on the assigned topic
3. Field study and report.
4. Interview and submit the report
5. Role play
6. Collage preparation
7. Visit to the local village
8. Visit to the welfare Institutions
9. Group discussion