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*By Dr. I. C. Mulgund*

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# **KARNATAK UNIVERSITY**

## **DEPARTMENT OF STUDIES IN SOCIOLOGY**

***Bachelor of Arts Degree (B. A. ) in Sociology***

***Choice Based Credit System (CBCS)***

***Syllabus for Sociology (UG)***

***With effect from 2020-21 and onwards***

**KARNATAK UNIVERSITY PAVATE NAGAR, DHARWAD**

**KARNATAK UNIVERSITY,**

**Department of Sociology, DHARWAD**

***Choice Based Credit System (CBCS) Syllabus for Economics (UG) with effect from 2020-21 and onwards for Bachelor  
of Arts Degree in Sociology (I Semester to VI Semester)***

SE M	PAPER NO	TITLE	NO. OF CREDITS L+T =6	I A MARKS	THOERY EXAM	TOTAL MARKS	Hrs/ Week
I	DSC-1A	Introduction to sociology	5+1=6	20	80	100	6
II	DSC-1B	Social Institutions & Change	5+1=6	20	80	100	6
III	DSC-1C	Study of Indian Social Thought	5+1=6	20	80	100	6
IV	DSC-1D	Study of Western Social Thought	5+1=6	20	80	100	6

**V Sem Elective papers: students can opt one of the following**

	DSE-1E	Study of Indian Society: Continuity and Change	5+1=6	20	80	100	6
V	DSE-1E	Study of Rural Society	5+1=6	20	80	100	6
	DSE-1E	Study of Urban Society	5+1=6	20	80	100	6

**Generic Elective: To be opted by students of Non-DSC Sociology in V semester**

V	GE-1E	Sociology of Mass media and Communication	2+0=2	10	40	50	2
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**Skill Enhancement Course: To be opted by students of DSC Sociology Students in V Sem**

V	SEC-1E	Sociology of Entrepreneurship	2+0=2	10	40	50	2
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**VI Sem Elective Papers: students can opt one of the followings**

	DSE-1F	Methods of Social Research	5+1=6	20	80	100	6
VI	DSE-1F	Indian Society : Contemporary Challenges	5+1=6	20	80	100	6
	DSE-1F	Study of Marginalized Groups	5+1=6	20	80	100	6

**Generic Elective : To be opted by students of Non-DSC Sociology in VI sem**

VI	GE-1F	Study of Social Disaster	2+0=2	10	40	50	2
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**Skill Enhancement Course : To be opted by students of DSC Sociology Students in VI Sem**

VI	SEC-1F	Sociology of Health and Social Care	2+0=2	10	40	50	2
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<p><b>I SEMESTER: DSC-1A (Discipline Specific Course)</b></p> <p><b>INTRODUCTION TO SOCIOLOGY</b></p> <p><b>(w. e. f 2020-2021)</b></p> <p><b>Total Credits : 5+1=6</b></p> <p><b>Per week : 6 hours</b></p> <p><b>Teaching Hours : 60</b></p>
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**Objectives:**

**This course will help the students to :**

- Understand the fundamental concepts and perspectives in Sociology
- Estimate the significance of social process in social life.
- Assess the importance of culture

- I Introduction (12 Hours)
- (A) Origin & Development of Sociology
- (B) Meaning, Scope and Importance of Sociology
- (C) Perspectives in Sociology (Functionalist, Conflict and Interactionist)
- II. Basic Concepts (12 Hours)
- (A) Society: Meaning & Characteristics
- (B) Community: Meaning & Characteristics
- (C) Association: Meaning & Characteristics
- (D) Institution: Meaning & Characteristics
- III. Socialization (12 Hours)
- (A) Meaning, Characteristics & Importance
- (B) Agencies of Socialization -Family, School, , Religion & Mass media
- (C) Types of Socialization (Primary socialization, anticipatory socialization, re-Socialisation. Positive and negative socialization
- IV. Social interaction & Social processes (12 Hours)
- (A) Social Interaction - Meaning, & Significance
- (B) Social Processes- Meaning & Characteristics
- (C) Major Social processes- Cooperation, Competition, Conflict & Assimilation Meaning, characteristics, & significance
- V. Culture & Civilization (12 Hours)
- (A) Culture-Meaning, Nature & Importance
- (B) Culture & Civilization
- (C) Cultural Lag & Cultural Diffusion

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II SEMESTER: DSC -1B (Discipline Specific Course)

SOCIAL INSTITUTIONS & CHANGE

(w. e. f. 2020-21)

Total Credits : 5+1=6

Per week : 6 hours

Teaching Hours : 60

- Objectives: This course will help the students to :
- Understand the important social institutions, groups and their significance
  - Study social stratification and social mobility
  - Examine the concept of control and social change
  - comprehend the process of social change and its factors

- I. Social Institutions (12 Hours)
- (A) Meaning and Importance
- (B) Marriage and Family- Meaning, Nature & Recent Changes

**(C) Religion – Meaning, Elements, functions & dysfunctions**

## **II. Social Groups**

**(12 Hours)**

**(A) Meaning, Characteristics & Importance**

**(B) Primary & Secondary groups–Meaning, Features, Importance & Differences**

**(C) Organized & Unorganized groups –Meaning, Importance & Differences**

## **III. Social Stratification & Mobility**

**(12 Hours)**

**(A) Social Stratification–Meaning, Nature & Functions**

**(B) Forms of Stratification– Slavery, Estates, Class & Caste**

**(C) Social Mobility– Meaning, Types & Factors**

## **IV. Social Control**

**(12 Hours)**

**(A) Meaning, Nature, & Importance (B) Informal Agencies of Social control – Customs, Folkways, Mores**

**(C) Formal Agencies of Social control – Law & Education**

## **V. Social Change & Globalization**

**(12 Hours)**

**(A) Social Change – Meaning, nature and factors of social change (Physical, Biological, Technological & Cultural)**

**(B) Theories of Social Change – Cyclical & Uni-linear**

**(C) Globalization & Social change**

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25. **Worsley, Peter (ed), 1992. The New Introduction to Sociology.** London: Penguin Books.
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### **III SEM : DSC – 1C (Discipline Specific Course)**

#### **STUDY OF INDIAN SOCIAL THOUGHT**

**(with effect from 2021-22)**

**Total Credits : 5+1=6**

**Per week : 6 hours**

**Teaching Hours : 60**

### **Objectives:**

**This course will help the students to :**

- Familiarize with the meaning, nature and importance of social thought
- Understand the contributions of ancient and medieval thinkers to the enrichment of social thought
- Know the contributions of modern thinkers to development of social thought.

### **1: Introduction**

**(12 Hours)**

**(A) Meaning, Nature and Importance of Social Thought**

**(B) Contribution of Manu (Dharma, Meaning, Sources and Types)**

**(C) Contribution of Ramamanohar Lohia (1910–1967) :Ideas on Socialism**

### **2. Basaveshwara (1134–1168)**

**(12 Hours)**

- (A) Concept of Kayaka
- (B) Social Equality
- (C) Status of Women

**3. Mahatma Jotiba Phule (1827 to 1890) and Dr B. R. Ambedkar (1891–1956) (12 Hours)**  
 (A) Phule on Social Revolution  
 (B) Dr. BR Ambedkar on Eradication of untouchability  
 (C) Views of Ambedkar on Caste system

**4: Mahatma Gandhiji (1869–1948) (12 Hours)**  
 (A) Views of Gandhiji on Truth & Non violence  
 (B) Satyagraha  
 (C) Sarvodaya

**5. M. N. Srinivas (1916–1999) (12 Hours)**  
 (A) Sanskritisation  
 (B) Westernization  
 (C) Dominant Caste

References

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<b>IV SEMESTER: DSC-1D (Discipline Specific Course)</b>		
<b>STUDY OF WESTERN SOCIAL THOUGHT (w. e. f 2021–22)</b>		
<b>Total Credits : 6</b>	<b>Per week : 6 hours</b>	<b>Teaching Hours : 60</b>

**Objectives:** this course will help the students to :

- Assess the contributions of western thinkers to the emergence of social though
- Appreciate the significance of western social thought in developing critical thinking, analytical ability to interpret the social scenario

**I: Auguste Comte (1798–1857) (12 Hours)**  
 (A) Positivism & Law of Three Stages  
 (B) Hierarchy of Sciences  
 (C) Social Statics & Social Dynamics

**II: Karl Marx (1818–1883) (12 Hours)**  
 (A) Historical Materialism

- (B) Theory of Class Struggle
- (C) Theory of Alienation

III: **Herbert Spencer (1820-1903)** (12 Hours)

(A) Theory of Evolution-Social Darwinism

(B) Organic Analogy

(C) Types of Society

IV: **Emile Durkheim (1858-1917)** (12 Hours)

(A) Methodology and Social Facts

(B) Division of Labour

(C) Theory and Typology of Suicide

V: **Max Weber (1864-1920)** (12 Hours)

(A) Ideal Types

(B) Protestant Ethic & Spirit of Capitalism

(C) Bureaucracy

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5 Sem Students can opt any one of the followings

<b>V SEM: DSE-1E (Discipline Specific Elective)</b> <b>Study of Indian Society: Continuity and Change</b> <b>(w. e. f 2022-23)</b>		
<b>Total Credits: 5+1=6</b>	<b>Per week : 6 hours</b>	<b>Teaching Hours : 60</b>

Objectives

This course will help the students to:

- Understand the philosophical foundations of Indian society and factors of continuity and change
- Study Indian social institutions namely marriage, family and caste
- To analyze the meaning and problems of marginalized communities
- To impart skills to reconstruct rural institutions, evaluate rural development.
- To understanding the linkages between urban and rural reality

I: **Introduction** (12 Hours)

(A) Features of Indian Society

(B) Philosophical Basis of Indian Society-Varnashrama, Purusharthas & Sanskars

(C) Factors of Continuity & Change

II: Marriage & Family in India. (12 Hours)

- (A) Marriage among Hindus & Muslims
- (B) Hindu Joint Family –Meaning & Features
- (C) Recent Changes in Marriage & Family

III: Caste System in India (12 Hours)

- (A) Meaning & Traditional Features (B) Views of M. N. Srinivas on Varna & Jati (C) Changing aspects of Caste

IV: Marginal Communities in India (12 Hours)

- (A) Meaning & Problems of SC' s/, ST' s & OBC' s
- (B) Constitutional and legislative Safeguards
- (C) Welfare measures

V: Villages in India (12 Hours)

- (A) Meaning & Features
- (B) Settlement Patterns
- (C) Recent Changes in Village Community

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V SEMESTER: DSC-1E (Discipline Specific Elective)		
Study of Rural Society and Development		
(w. e. f 2022-23)		
Total Credits: 5+1=6	Per week: 6 hours	Teaching Hours: 60

Objectives

This course is designed:

- To acquaint students with structure of Indian villages
- To familiarize students with the crises being encountered by village communities
- To create awareness regarding the forces of changes operating upon the Indian villages
- To help students in knowing the rural development programmes implemented by state and Central government

I: Introduction (12 Hours)

- (A) Meaning, definition, subject matter of rural sociology
- (B) Historical development of Indian Rural Society
- (C) Importance of Rural Sociology

II: Rural social institutions and Jajmani system (12 Hours)

- (A) Family, Marriage and Religion
- (B) Recent Changes and factors of change
- (C) Jajmani System

III: Panchayat Raj Institution and cooperative movement (12 Hours)

- (A) Meaning & Objectives of PRIs and its role in rural development
- (B) Structural changes in PRIs and 73rd Amendment
- (C) Cooperative Movement in India –Meaning, objectives, importance

**IV: Rural Problems and crises (12 Hours)**

- (A) Rural indebtedness and Farmers suicide
- (B) Rural Poverty and Unemployment
- (C) Problem of Rural health and sanitation, (Extent, causes, effects and remedial measures

**V : Transformations in Rural Society and development programmes (12 Hours)**

- (A) Changes in agrarian society and Impact of globalization
- (B) Developmental Programmes: MNREGP, Swacha Bharat Abhiyan,
- (C). Rural Development in Karnataka

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19. **ĒĀgĀĀiĀĀt JA. : UĀæĀĀt “ĀĀvĀĀŪ ĒĀUĀgĀ ĴĀĀiĀd±ĀĴĀŪç. ZĒĀvĀĒĀ SĀPĩ °Ēĩ, “ĒĒĒĴĒgĀĀ, 2006.**
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21. **gĀd±ĒĀRgĩ J,ĩ : UĀæĀĀt ĴĀĀiĀd±ĀĴĀŪç, “sĀæĀĀgĀ ¥ĀæPĀ±ĀĒĀ “ĀĒĒĒUĀĩ**

V SEMSTER: DSE – 1E (Discipline Specific Elective) URBAN SOCIETY IN INDIA (w. e. f 2022-2023)		
Total Credits: 5+1=6	Per week : 6 hours	Teaching Hours : 60

**Objectives:**

**This course will help the students to**

1. Understand the meaning nature, typology and importance of studying urban society
2. Acquaint with trends and factors of urbanization
3. Analyze urban problems and urban welfare measures designed and implemented by State
4. Throw light on urban planning and policy

**I : Introduction (12 Hours)**

- (A) Meaning, Definition & nature of Urban Society
- (B) Types of Cities
- (C) Importance of the Study of urban society

**II : Urbanization in Modern India (12 Hours)**

- (A) Meaning & definition of urbanization
- (B) Recent Trends in Urbanization
- (B) Factors of Rapid Urbanization

**III: Cities in India (12 Hours)**

- (A) Class-I Cities –Trends & Patterns & their Importance.



- (B) Growth of Metropolitan Cities
- (C) Growth of Mega Cities

**IV : Urban Problems In India**

- (A) Effects of over-urbanization: Slums & Poverty
- (B) Problems of over-crowding and Housing
- (C) Problems of urban health (COVID-19 and other contagious diseases)

**V: Urban Planning & Urban Development**

**(12 Hours)**

- (A) Urban Policy & Urban Development Programmes
- (B) Problems of Urban Management
- (C) Urban Government & its Role

**References:**

1. Alfred D' Souza (1978): *The Indian City: Poverty, ecology and Urban Development*, Manohar New Delhi
2. Bose. Ashis. (1901-2001) *Urbanization in India*
3. Mulgund I C (2008). *Readings in Indian Sociology*, Shruti Prakashan, Dharwad
4. Raj Bala(1986): *Trends in Urbanisation*, Rawat Publications, Jaipur,
5. Ram Nath Sharma : *Urban Sociology*, A Rajhans Publications, Meerut
6. Rao M. S. A. 1974:*Urban Sociology in India*, Orient Longman, New Delhi.
7. Siddhartha K and Mukherjee (2005): *Cities, Urbanisation and Urban System*, Kisalaya Publications, Delhi,
8. Vibooti Shukla (1988): *Urban Development and Regional Policy – An Economic Analysis*, Himalaya Publishing House, Delhi,
9. Ramchandran. N (1989): *Urbanization and Urban Systems in India* Oxford University, Press: New Delhi, .
10. “sĒĒgĀ¥Āà PĒ (2007) : ĒĀUĀgĀ ĄĀĀiĀd±ĀĀŪç, ZĒĀvĀĒĀ SĀPĭ °Ēĭ, °ĒĀĒĒĀĒgĀĀĀ, ĒĀgĀĀiĀĀt JA. : ĒĀUĀgĀ ĄĀĀiĀd±ĀĀŪç, ®Qĕöä ¥©Ā èŲĀUĭ °Ēĭ, °ĒĀĒĒĀĒgĀĀĀ, 2006.
12. gĀd±ĒĀRgĀ, Jĭ (2005) ĒĀUĀgĀ ĄĀĀiĀd±ĀĀŪç, “æ°sĀ ĀĀgĀ ¥ĀæPĀ±ĀĒĀ, “ĀĀ°ĒĒUĀĪ
13. °ĀĀĀ%ĀUĀĀĀzĀ L' (), “sĀgĒvĀzĀ ĒĀUĀgĀ ĄĀĀiĀd, ĄĒĲÖ ¥ĀæPĀ±ĀĒĀ, zsĀgĀ°ĀqĀ

**V Sem [Generic Elective]  
Sociology of Mass Media  
GE 1-E**

**Total Credits: 2+0+0=2**

**Per week : 2 hours**

**Teaching Hours : 30**

**Objectives:**

**The main objectives of the course are:**

- To analyze the relationship between mass media and society and to familiarize students with nature, characteristics and functions of media in modern society
- To understand the evolution of media and its types
- To evaluate the role of media in promoting global culture and consumerism

**Unit 1 : Introduction to Mass Media**

**(10 Hours)**

- (A) Meaning, Nature and functions of mass media
- (B) Evolution of mass media and digital revolution in India
- (C) Importance of Mass media and communication

**Unit 2 : Types of Mass media**

**(10 Hours)**

- (A) Print Media: Merits and demerits
- (B) Electronic Media: Merits and demerits, digital divide
- (C) John Thompson on The Media and Society

**Unit 3 : Media and society**

**(10 Hours)**

- (A) Impact of media on culture, development and politics
- (B) Abuse of Media, commercialization of news, media imperialism
- (C) Media and consumerism

1. Aveseh, Asough. (2012). *Social Media And Ethics – The Impact of Social Media on Journalism*

Ethics,. Center for International Media Ethics (CIME).

2. Bausinger, H. (1984). Media, technology and daily life. *Media, Culture and Society*, 6, 343-351.
3. Berger, Asa Authur (1998). *Media Analysis Techniques*. Sage Publication
4. Brandtzaeg, P. B. (2012). Social networking sites: Their users and social implications—A longitudinal study. *Journal of Computer-Mediated Communication*, 17(4), 467-488.
5. Donner, J. (2015). *After access: Inclusion, development, and a more mobile Internet*. Cambridge, MA: MIT Press.
6. Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). *Questioning the Media: A Critical Introduction*. New Delhi, Sage
7. Evans, Lewis and hall, Staurt (2000). *Visual Culture: The Reader*. Sage Publications
8. Grossberg, Lawrence et al (1998). *Media-Making: Mass Median in a Popular Culture*. Sage Publications
9. Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed.), *Media Between Culture and Commerce*. Bristol: Intellect.
10. Linz, D., Penrod, S., & Donnerstein, E. (1986). Issues bearing on the legal regulation of violent and sexually violent media. *Journal of Social Issues*, 42(3), 171-193. [52]
11. Murthy, D. (2013). *Twitter: Social Communication in the Twitter Age*. Cambridge: Polity Press
12. Potter, James W (1998). *Media Literacy*. Sage Publications
13. Pradip N. Thomas (eds.) (2004). *Who Owns the Media ?*. Zed Books, London.
14. S. Shabnoor, S. Tajinder. (2016). *Social Media its Impact with Positive and Silverstone, Rogers (1999). Why Study Media?* Sage Publications
15. Thompson, J. B. (1990). *Ideology and modern culture: Critical social theory in the era of mass communication*. Cambridge: Polity
16. Willis, S. and Tranter, B. (2006). Beyond the 'digital divide': Internet diffusion and inequality in Australia. *Journal of Sociology*
17. Yigit, F. & Tarman, B. (2013). The Impact of Social Media on Globalization, Democratization and Participative Citizenship, *Journal of Social Science Education*, vol. 12, No 1, 75-80.

## SEC 1-E

### V Sem (Skill Enhancement Course)

#### Sociology of Entrepreneurship

Total Credits : 2+0+0=2

Per week : 2 hours

Teaching Hours : 30

#### Objectives:

The course intends to :

- Emphasize the importance of social entrepreneurship and making students to inculcate the qualities needed to become successful entrepreneur
- Motivate the students to become self employed
- Equip students with basic knowledge about business world and creating awareness regarding professional management techniques

#### UNIT - I : Introduction

(10 Hours)

- (A) Meaning and definition of entrepreneur and Importance of Social Entrepreneurship; Qualities of Social Entrepreneur  
(B) Development of Social Enterprises in the areas of Health & sanitation, Education and Skill  
(C) Types of Social Enterprises - Voluntary, NGO, NPO, cooperative societies

#### UNIT - II: Professional Management for Social Enterprises

(10 Hours)

- (A) Importance of Professional Management and Application of Professional Management Techniques in Social Enterprises  
(B) Human Resource Development and Capacity Building for Social Enterprises  
(C) Application of Marketing Principles in Welfare and Development Field.

#### UNIT - III : Mobilizing and Managing Capital for Social Enterprises

(10 Hours)

- (A) Aid Agencies for Social Enterprises  
(B) Accountability among Social Enterprises - An evaluation of social enterprises  
(C) Social Audit and Submitting Returns.

#### Reference:

1. Bornstein, David. 2007. *How to Change the world: Social Entrepreneurs and the Power of New Ideas*, Oxford University Press.
2. Lee, Nancy R and Philip Kotler. 2012. *Social Marketing: Influencing Behaviours for Good*, Sage South Asia
3. Nicholls, Alex. 2006. *Social Entrepreneurship: New Models of Sustainable Social Change*, Oxford University Press.
4. Setterberg, Fred and Kary Schulman. 1985. *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, Harper & Row.
5. Steven Ott. J. 2001. *Understanding Non Profit Organizations: Governance, Leadership and Management*, Westview Press. Management, Westview Press.

VI semester students can opt one of the 3 followings		
<b>VI SEMESTER: DSE- 1F (Discipline Specific Elective)</b> <b>METHODS OF SOCIAL RESEARCH</b> <b>(w. e. f 2022-2023)</b>		
<b>Total Credits: 5+1=6</b>	<b>Per week : 6 hours</b>	<b>Teaching Hours : 60</b>

**Objectives:**

**This course will help the students to:**

- Understand the meaning, importance and tools of social research.
- comprehend the importance of research design, various types and also the sampling technique
- know the types of data and methods of collecting the data
- Learn the process of editing, coding, tabulation, interpretation and report writing

**1 : Introduction (12 Hours)**

- (A) Meaning & Importance of Social Research
- (B) Science-Pure & Applied
- (C) Types & Methods of Social Research –Survey & Case Study

**II: Tools of Social Research (12 Hours)**

- (A) Concepts
- (B) Theory
- (C) Hypotheses
- ( D) Facts

**III: Research Design (12 Hours)**

- (A) Meaning & Importance
- (B) Types of Research Design
- (C) Sampling-Importance & Types

**IV: Methods of Data Collection (12 Hours)**

- (A) Data-Meaning & Sources of Primary & Secondary Data
- (B) Primary Data Collection, Observation, Interview & Questionnaire
- (C) Secondary Data

V: Analysis & Report Writing (12 Hours)

(A) Processing of Data: Editing, Coding, & Tabulation

(B) Analysis & Interpretation of Data

(C) Report writing

References:

- Ram Ahuja (2001) : Research Methods, Rawat Jaipur
- Baily Kenneth(1998) : Methods of Social Research, John Wiley & Sons, New York
- Bose Pradi Kumar (1995): Research Methodology New Delhi ICSSR
- David Dooley (1997) Social Research Methods, Prentice Hall, New Delhi
- Goode William J & Hatt Paul K (1952) : Methods of Social Research, McGraw Hill, New Delhi
- Hughes, John. (1987): The Philosophy of Social Research. London: Longman.
- Jayram N. (1989): Sociology Method and Theory Madras: Macmillan
- Kothari C. R. (1989): Research Methodology-Methods and Techniques. Bangalore: Wiley Eastern
- Madge, John. (1970): The Origins of Scientific Sociology. London: Tavistock.
- Marsh Catherine (1988): Exploring Data Cambridge Polity Press
- Moser CA & Kalton G (1971) Survey Methods in Social Investigations, ELBS &Heinemann, London
- Mulgund I. C. () Research Methods, Shruti Prakashan, Dharwar
- Mukherjee P N (eds) (2000): Methodology of Social Research : Delemmas and Perspectives New Delhi Sage
- Popper K. (1999): The Logic of Scientific Discovery. London: Routledge.
- Srinivas, M. N. and A. M. Shah (1979): Field Worker and the Field. New Delhi: Oxford References:
- Young P. V. (1988): Scientific Social Surveys and Research. New Delhi: Prentice Hall
- ĒĀġĀ Dġĭ (2001) : ĴĀĀĭĀfPĀ ĴĀĤĒĒĀzsĀĒĒĀĭĀĀ «zsĀĒĀUĀĴĀĀ, «zĀġĴĀUĀġĀ ŸĲPĀ ĀĤĀPĀġĀĀ, ĳĒĒĴĀĒġĀĀ
- ġĀġĤĒĀRġĭ Ĵĭ : ĴĀĀĭĀfPĀ ĴĀĤĒĒĀzsĀĒĒĒ, ĳĀĲĀĀġĀ ŸĀĲPĀĤĀĒĀ ĳĀĒĒĒĒĒĀĭ
- ĤĀĀPĀġĀġĀĳĭ ZĀ ĒĀ (1998): ĴĀĀĭĀfPĀ ĴĀĤĒĒĀzsĀĒĒĒ, ĲĒĒĳĀġĀĵĀ ŸĲPĀ ĀĤĀĒĀ, ĳĀĀĀUĀĴĀĒġĀĀ.
- ĳĀĀĴĀUĀĀĀzĀ Ļ' (), ĴĀĤĒĒĀzsĀĒĀ «zsĀĒĀĤĀĴĴĳ, ĴĒĴĴ ŸĀĲPĀĤĀĒĀ, zsĀġĀĳĀĲĀ

VI SEMESTER: DSE -IF		
Indian Society: Contemporary Challenges and Responses		
(w. e. f 2022-2023)		
Total Credits: 5+1=6	Per week : 6 hours	Teaching Hours : 60

Objectives: this course will help the students

- To understand the meaning, causes and effects of social problems
- To study the major challenges confronted by Indian society namely population explosion, terrorism, graying of population
- cast light on the problems being faced by women and aged along with remedial measures

I: Introduction (12 Hours)

(A) Meaning & Nature of Social Problems

(B) Causes & Consequences of Social Problems

(C) Perspectives to study Social Problems

II: Population problem in India (12 Hours)

(A) Factors and effects of over population

(B) Population growth in Karnatak and in India

(D) Population Policy and Family Welfare Programmes

III: Problems of Women (12 Hours)

(A) Female infanticide & feticide

(B) Domestic violence

(C) Harassment of woman at work place (Meaning, Nature, causes, consequences & Legislative measures)

IV. Problem of aged (12 Hours)

(A) Meaning, definition, nature and extent of aging

(B) Socio-economic and psycho-physical problems of aged

(C) National policy on older persons (1999) and programmes for the aged

V: Terrorism and cyber crime (12 Hours)

(A) Meaning & Nature

(B) Causes, Effects and legislative Measures

(C) Cyber crimes

References:

- Ahuja Ram (1998): Social Problems in India. Jaipur: Rawat Publications

2. Dutt Gupta Bela. (1964): *Contemporary Social Problems in India*  
3. Davis James (1970): *Social Problems Enduring Major Issues and Change*. New York, Free Press.  
4. Elliot and Merrill (1950): *Social Disorganisation*. New York: Harper & Brothers  
5. Gill SS (1998): *The Pathology of Corruption* New Delhi Harper Collin Publishers  
6. Karavala Perin C(1959): *A Study in Indian Crime*, Bombay, Popular Book Depot,  
7. Madan G. R. (1994): *Indian Social Problems*. New Delhi: Allied Publishers.  
8. Memoria C. B. (1999): *Social Problems and Social Disorganisation*. New Delhi : Kitab Mahal  
9. Merton R. K. & Nisbert R (1961): *Contemporary Social Problems*  
10. Ministry of Home Affairs 1998) *Crime in India*. New Delhi: Government of India.  
11. Mecton Robert K and Robert Nisbert (1976): *Contemporary Social Problems*, New York Harcourt Brace, Jovavich Ink,  
12. Mulgund I C (2008). *Readings in Indian Sociology*, Shruti Prakashan, Dharwad  
13. Reid Suetitus (1976): *Crime and Criminology*. Illinois: Deyden Press.  
14. Sutherland Edwin H and Donald R Cressey (1968): *Principles of Criminology* Bombay Times of India Press  
15. Thomas G. (1994) *AIDS in India-Myth & Reality*, Jaipur : Rawat Publications  
16. **±ĀĀPĀgĀgĀĀ ZĀĒĀ(1999):** "sĀgĀvĀzĀ"è ĀĀĀĀfPĀ ĀĀĀĀĒdUĀĀĀĀ "ĀĀ vĀĀĀ ĀĀĀĀfPĀ «WĀĒĒE, eĒĒ"sĀgĀvĀ ĀĀPĀ ĀĀĒĒĀ, "ĀĀĀUĀĀĀĒgĀĀ  
17. **gĀĀĒĒĀRgĀ J.Ī :** ĀĀĀĀfPĀ ĀĀĀĀĒdUĀĀĀĀ "æ"sĀ ĀĀgĀ ĀĀPĀĀĒĒĀ "ĀĀĒĒUĀĀĀ  
18. "ĀĀĀĀUĀĀĀzĀ Ē' (2017), "sĀgĀvĀzĀ ĀĀĀĀfPĀ ĀĀĀĀĒdUĀĀĀĀ, ĀĒĒĒ ĀĀPĀĀĒĒĀ, zĀgĀĀĀĀ

**VI SEMESTER: DSC -IF**  
**Study of Marginalized Groups in India**  
**(w. e. f 2022-2023)**

**Total Credits: 6**

**Per week : 6 hours**

**Teaching Hours : 60**

**Objectives:**

This course helps the student to:

- Focus on the segments of the population which have lived on the margins of society and deprived of benefits of development
- To examine the perspectives of marginalization
- Understand the problems of marginalized groups and welfare measures designed and implemented by the state and NGO

**I: Introduction:**

- (A) Meaning and Process of Marginalization
- (B) Scope and Importance of Studying Marginalization
- (C) Indicators of Marginalization: Poverty, Relative deprivation, Exploitation, Discrimination, **Backwardness**

**II: Perspectives on Marginalization:**

- (A) Role of Ideology in Marginalization
- (B) Views of Phule, Periyar
- (C) Views of Ambedkar, Lohiya

**III: Marginalized Groups in India:**

- (A) Schedule Castes
- (B) Scheduled Tribes/Adivasis
- (C) Religious and ethnic minorities (Meaning, Numerical strength, geographical distribution)

**IV: Problems of Marinalised Group**

- (A) Problems of SCs
- (B) Problems of STs/Adivasis
- (C) Problems of minorities

**V: Role of State and Civil societies**

- 1. Constitutional Provisions and legislative measures
- 2. Governmental Policies and Programmes
- 3. Role of N. G. Os.

**Essential Readings:**

- 1. Ambedkar, B. R. : *Who Were the Shudras*, Thacker and Co. Ltd. , Bombay, 1946.
- 2. Ambedkar, B. R. : *The Untouchables : Who are They and Why They Became Untouchables*, Amrit Book New

Delhi. 1948

3. Elwin, Verier. 1963. *A New Deal for Tribal India*.
4. Ghurye, G. S. 1969. *Caste, Race and Occupation in India*, New Delhi.
5. Khan, Mumtaz Ali : *Scheduled Caste and Their Status in India*, New Delhi, Uppal Publishing House, 1980.
6. Kananakel Joshi *Scheduled Caste and The Struggle Against Inequality*, New Delhi, Indian Social Institute, 1963
7. Kamble, M. D. *Deprived Caste and Their Struggle for Equality* New Delhi, Ashish Publishing House.
8. Praksh Nirupama, *Scheduled Castes and Socio-Economic Changes*, Allahabad : Chugh Publications, 1989.
9. Paisley Currah (ed.) : *Transgender Rights*, The University of Minnesota Press.
10. Patnaik, N. 1972. *Tribes and Their Development*, Hyderabad, Hyderabad Institute of Community Development.
11. Patnaik, N *Tribes and Their Development*, Hyderabad, Hyderabad Institute of Community Development,
12. Ranjeet Guha: *Subaltern's Studies 2 Vols*, Oxford, OUP.
13. Vasant Moon: *Dr. Babasaheb Ambedkar, Writings and Speeches Vol. 1-14*, Government of Maharashtra Publication. 1972.

**GE 1-F**  
**VI Sem (Generic Elective)**  
**Study of Social Disaster**

**Total Credits: 2**

**Per week : 2 hours**

**Teaching Hours : 30**

**Objectives:**

The main objectives of this course are:

1. To create awareness regarding the natural disasters and disaster management.
2. To understand the historical development of India's disaster management policy.
3. To study the social crises and their impact on society and social institutions

**UNIT - I : Introduction**

**(10 Hours)**

**(A)** Meaning, definition and nature of social Disaster

**(B)** Emergence of Study of Disaster Management

**(C)** Natural Disasters, Disaster Victims and Disaster Relief System

**UNIT - II: Types of Disasters**

**(10 Hours)**

**(A) Human caused Disasters:** Industrial accidents, Shooting, Incidents of mass violence

**(B) Natural disasters:** Earthquake, Tsunami, Droughts and Floods (Causes and effects)

**(C)** Impact of disasters on social institutions

**UNIT - III : Management of Disasters**

**(10 Hours)**

**(A)** Role of State

**(B)** Role of NGOs

**(C)** National Policy on disaster management - 2009

**Reference:**

1. Arick, Auf Der Heide. 2002. *Disaster Response: Preparedness and Co-ordination* Online Book: The Center for Excellence in Disaster Management and Humanitarian Assistance.
2. Goel, S. L. and Ram Kumar J T (ed.). 2001. *Disaster Management*, Deep & Deep, New Delhi.
3. Sinha, Prabhas Chandra (ed). 2006. *Disaster Management Process Law, Policy and Strategy*, SBS, New Delhi.
4. Sinha, Prabhas Chandra (ed). 2006. *Disaster Relief Rehabilitation and Emergency humanitarian Assistance*, SBS, New Delhi.
5. Sinha, Prabhas Chandra (ed). 2006. *Disaster Mitigation Preparedness Recovery and Response*, SBS, New Delhi.

**SEC 1-F**  
**VI Sem (Skill Enhancement Course)**  
**Society, Health and Social Care**

**Total Credits: 2**

**Per week : 2 hours**

**Teaching Hours : 30**

**Objectives**

The main objectives of the course are to

- Enable the students to acquaint with the basic concepts related to health, health care and social care
- Create awareness regarding the determinants of health and social care
- Identify the stake holders of health and social care and motivating them to appreciate the significance of medical intervention for the prevention and control of contagious diseases

**Unit 1 Introduction**

**(10 Hours)**

**(A) Concept of Health and Health Care**

**(B) Concept of Social care and social well being**

**(C) Socio-cultural factors or determinants of health and social care. (Culture, ethnicity income, caste class, housing, geography and relationships)**

**Unit 2 Stake holders of Health and social care**

**(10 Hours)**

**(A) Human and social development stages (Infancy, childhood, adolescents and adulthood (early adulthood, middle adulthood and later adulthood)**

**(B) Health and social care of Children, women and older people**

**(C) Health and social care of people: people with chronic illness, Dementia patients, physically and mentally challenged and depressed**

**Unit 3 Integrated Social care**

**(10 Hours)**

**(A) Informal Social care (Family, friends, neighbourhood and religion)**

**(B) Formal Social care (Hospital, day care centres, care homes, Crèches, Voluntary agencies and Helpline)**

**(C) Social care during pandemic Covid 19**

**References**

1. Albrecht, Gary, L & Fitzpatrick, R (1994) *Quality of Life in Health care : Advances in Medical Sociology*, Jai Press, Mumbai
2. Coe, Rodney, M (1970, ) *Sociology of Medicine*, McGraw Hill, New York
3. Cockerham, William, C. (1997) *Medical Sociology*, Prentice Hall, New Jersey
4. Cockerham, William, C. (1997) *Reading in Medical Sociology*, Prentice Hall, New Jersey
5. Conrad, Peter, et al. (2000) *Handbook of Medical Sociology*, Prentice Hall, New Jersey
6. Dasgupta, R (1993) *Nutritional Planning in India*, NIN, Hyderabad
7. Nayar, K R (1998) *Ecology and Health: A System Approach*, APH Publishing, New Delhi
8. Venkataratnam, R (1979) *Medical Sociology in an Indian Setting*, Macmillan, Madras.
9. Peter E. S Freund & Meredith. B, McGuire (1995) *Health, Illness & Social body- A critical Sociology*, Prentice hall inc.
10. Janardan Subedi & Eugene B. Gallagher (1996) *Society, Health & Disease-Transculture Perspectives*, Prentice hall inc.
11. K. Park (2013) *Park's textbook of Preventive & Social medicine*, M/S Banarsidas Bhanot Publishers, Jaipur, .
12. Richard T Schaefer (2011). *Sociology : A Brief Introduction*, Ninth Edition, Tat McGraw Hill Education Pvt. Ltd, New Delhi.

**MODEL QUESTION PAPER PATTERN FOR:  
ALL SEMESTERS OF UG SOCIOLOGY (DISCIPLINE SPECIFIC COURSE AND DISCIPLINE SPECIFIC  
ELECTIVES (FROM FIRST TO SIXTH SEMESTER)**

**NOTE : Question paper pattern for Generic Elective and Skill Enhancement Course will be given by the University**

**FIRST SEMESTER BA DEGREE EXAMINATION, (YEAR 2017-18)**

**Sociology**

**Paper I: Introduction to Sociology**

**Time: Three Hours**

**Maximum: 80 Marks**

**Answer all questions  
All questions carry equal marks**

<b>I : What is Sociology ? Explain its origin</b>	<b>(4+12)</b>
<b>or</b>	
<b>Give a brief account of three perspectives in sociology</b>	<b>(16)</b>
<b>II : Define society. Explain its characteristics</b>	<b>(4+12)</b>
<b>or</b>	
<b>What is community? Elucidate its elements</b>	<b>(4+12 )</b>
<b>III : Define Socialization and explain its importance</b>	<b>(4+12)</b>
<b>or</b>	
<b>Discuss different types of socialization</b>	<b>(16)</b>
<b>IV: What is cooperation. Explain its social significance</b>	<b>(16)</b>
<b>or</b>	
<b>What is culture? Explain its important features</b>	<b>(4+12)</b>
<b>Q No V: Write notes on any two the following:</b>	<b>(8+8)</b>
<b>(A) Uses of sociology</b>	
<b>(B) Features of institution</b>	
<b>(C) Agencies of socialization</b>	
<b>(D) culture and civilization</b>	





## Annexure : 1B : Programme Structure : BA (Course : Sociology)

S e m	Core			Elective						Ability Enhancement Course						T o
	DSC Sociology			**DSE			GE			SEC			AECC			
	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Credit	Course	L+T+P	Cred it	
I	DSC-1A	5+1+0	5+1=6	Introduction to Sociology									English-1	2+1+0	2+1=3	26
	DSC-2A	5+1+0	5+1=6										MIL-1	2+1+0	2+1=3	
	DSC-3A	5+1+0	5+1=6										Environmen tal Science	2+1+0	2+0=2	
II	DSC-1B	5+1+0	5+1=6	Social institutions and change									English-2	2+1+0	2+1=3	26
	DSC-2B	5+1+0	5+1=6										MIL-1	2+1+0	2+1=3	
	DSC-3B	5+1+0	5+1=6					Environmental Science					Constitutio n of India	2+0+0	2+0+2	
III	DSC-1C	5+1+0	5+1=6	Study of Indian Social Thought									English-3	2+1+0	2+1+3	24
	DSC-2C	5+1+0	5+1=6										MIL-1	2+1+0	2+1+3	
	DSC-3C	5+1+0	5+1=6													
IV	DSC-1D	5+1+0	5+1=6	Study of Western Social Thought									English-4	2+1=0	2+1=3	24
	DSC-2D	5+1+0	5+1=6										MIL-4	2+1=0	2+1=3	
	DSC-3D	5+1+0	5+1=6													

V	DSC-1E Any one paper of below given papers			DSE-1E: Study of Indian Society: Continuity & Change DSE-1E: Study of Rural Society DSE-1E: Study of Urban Society	5+1+0	5+1=6	GE-1E : (Open Elective -I) Society, Mass Media	2+0+0	2	SEC-1C Sociology of Entrepreneurship	2+0+0	2				22
				DSE-2E	5+1+0	5+1=6										
				DSE-3E	5+1+0	5+1=6										

V	DSC-1F Any one paper of below given papers			DSE-1F: Methods of Social Research DSC-1F: Indian society: Contemporary Challenges DSC-1F: Study of Marginalised Groups	5+1+0	5+1=6	GE-1F (Open Elective-II) Study of Social Disaster	2+0+0	2	SEC-1F sociology of Health and Social Care	2+0+0	2				22
				DSE-2F	5+1+0	5+1=6										
				DSE-3F	5+1+0	5+1=6										
	Total		72			36			4			4			28	144

*L+T+P= Lecturing in Theory + Tutorial + Practical Hours per Week*

*\*If the core course is having practical. Hence,  $L+T+P = 4+0+2=6$  credits (no tutorial for practical subject). .*

*\*\* Each DSE shall have at least two papers and student shall choose any one paper from each DSE.*

*\*\*\*GE shall be from other than the discipline.*

*\*\*\*\* SEC 1 E& 1F shall be from all three DSC but student shall choose any one in each semester (SEC may be practical or theory for 2 credits only).*

*Note: 1. Each DSC/DSE Shall have 60hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam) and 54 hrs practical/sem for 50 marks (40 Sem. End exam +10 IA Exam) wherever applicable.*

*2. English/MIL Shall have 45 hrs syllabus / semester for 100 marks in theory (80 Sem. End exam +20 IA Exam)*

*3. Environmental Science/ Constitution of India / SEC /GE shall have 30 hrs syllabus / semester for 50 marks in theory/ Practical (40 Sem. End exams +10 IA Exam).*

### **Course Requirements**

***This course will not require you to have previous experience in any particular area but you should have a high school reading and writing level.***

### **Course Goals**

***In this course you will learn:***

- What conflict really is and how it is formed***
- The different types of conflict that occurs in the workplace***
- The various consequences of unresolved conflicts.***
- How to establish a conflict resolution plan.***
- Positive Communication Techniques that will help eliminate many conflicts from developing***

### **Course Structure**

***Lesson 1: Types of Conflict- Conflict in the Workplace***

***Lesson 2: Workplace Conflict/Consequences of Conflict***

***Lesson 3: Workplace Conflict/How to Resolve Conflicts in the Workplace***

***Lesson 4: Workplace Conflict/What To Do When Resolution Doesn't Work***

***Lesson 5: Workplace Conflict/Using Positive Communication***

***Lesson 6: The Nature of Conflict--How and Why People Conflict***

***Lesson 7: Personal Conflict/How To Resolve The Seven Most Common Forms Of Personal Conflict***

***Lesson 8: Personal Conflict/Using Problem Solving Techniques To Find Inventive Ways Of Resolving Conflict***

***Lesson 9: Personal Conflict/How to Mediate Conflict Between Others***

***Lesson 10: Personal Conflict/What to do if the Opposing Party Refuses to Participate in Resolution***

**Kerala**

**SG 1551. 2 MASS COMMUNICATION AND SOCIETY**

**Aim of the course:**

*The aim of the course is to analyze the link between Mass communication and Society and to introduce some theories of media and communication*

**Course Outcomes**

- 1. Learners become familiarized with the basic idea of mass communication and different types of media and communication*
- 2. Learners gain basic understanding of the different theories of mass media and communication*
- 3. Learners are able to identify the linkage between media and society*

**Module I: Introduction to Mass Communication**

*Nature, Characteristics, Types and Functions of mass media. Folk and traditional media, Print and Visual media, Internet and Blogging media and technology. Relevance of Sociology in Mass Communication*

**Module II: Theories of Media and Communication**

*Mc Luhan's Theory – The Medium is the Message*

*Raymond Williams – Communication Revolution*

*Habermass – Culture and Public Space*

*John Thompson – The Media and Society*

**Module III: Media and Society**

*Mass media and popular culture, Impact of media on society, globalization of news, computer and communication revolution, commercialization of news, media imperialism, media and politics, media violence against women*

**Essential Readings**

*Aveseh, Asough. (2012). Social Media And Ethics – The Impact of Social Media on Journalism*

*Ethics,. Center for International Media Ethics (CIME).*

*Bausinger, H. (1984). Media, technology and daily life. Media, Culture and Society, 6, 343–351.*

*Baym, N. (2015). Personal connections in the digital age (2nd ed. ). Cambridge, UK: Polity*

Berger, Asa Authur (1998). *Media Analysis Techniques*. Sage Publication

Brandtzaeg, P. B. (2012). *Social networking sites: Their users and social implications—A longitudinal study*. *Journal of Computer-Mediated Communication*, 17(4), 467–488.

Crisell, Andrew (2002). *An Introductory History of British Broadcasting* (2 ed. ). London : Routledge. pp. 186–70

Donner, J. (2015). *After access: Inclusion, development, and a more mobile Internet*. Cambridge, MA: MIT Press.

Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). *Questioning the Media: A Critical Introduction*. New Delhi, Sage

Evans, Lewis and hall, Staurt (2000). *Visual Culture: The Reader*. Sage Publications

Grossberg, Lawrence et al (1998). *Media-Making: Mass Median in a Popular Culture*. Sage Publications

Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed. ), *Media Between Culture and Commerce*. Bristol: Intellect.

Linz, D. , Penrod, S. , & Donnerstein, E. (1986). *Issues bearing on the legal regulation of violent and sexually violent media*. *Journal of Social Issues*, 42(3), 171–193. [52]

Murthy, D. (2013). *Twitter: Social Communication in the Twitter Age*. Cambridge: Polity Press

Potter, James W (1998). *Media Literacy*. Sage Publications

Pradip N. Thomas (eds. ) (2004). *Who Owns the Media ?*. Zed Books, London.

S. Shabnoor, S. Tajinder. (2016). *Social Media its Impact with Positive and*

Silverstone, Rogers (1999). *Why Study Media?* Sage Publications

Thompson, J. B. (1990). *Ideology and modern culture: Critical social theory in the era of mass communication*. Cambridge: Polity

Willis, S. and Tranter, B. (2006). *Beyond the 'digital divide': Internet diffusion and inequality in Australia*. *Journal of Sociology*

Yigit, F. & Tarman, B. (2013). *The Impact of Social Media on Globalization, Democratization and Participative Citizenship*, *Journal of Social Science Education*, vol. 12, No 1, 75–80.

**MODEL QUESTION PAPER PATTERN FOR:  
ALL SEMESTERS (FROM FIRST TO SIXTH)  
FIRST SEMESTER BA DEGREE EXAMINATION, (YEAR 2017-18)**

*Sociology*

*Paper I: Fundamentals of Sociology*

*Time: Three Hours Maximum: 80 Marks*

*Answer all questions*

*All questions carry equal marks*

*I : What is Sociology ? Explain its origin (4+12)*

**OR**

*Clarify the scope of Sociology (16)*

*II : Define society. Explain the characteristics (4+12)*

**OR**

*What is commUNITy ? Elucidate its elements (4+12 )*

*III : Define Culture . Explain its impORtance (4+12)*

**OR**

*Analyse the concept of Cultural lag (16)*

*IV: What are the chief agencies of Socialisation ? Elucidate (16)*

**OR**

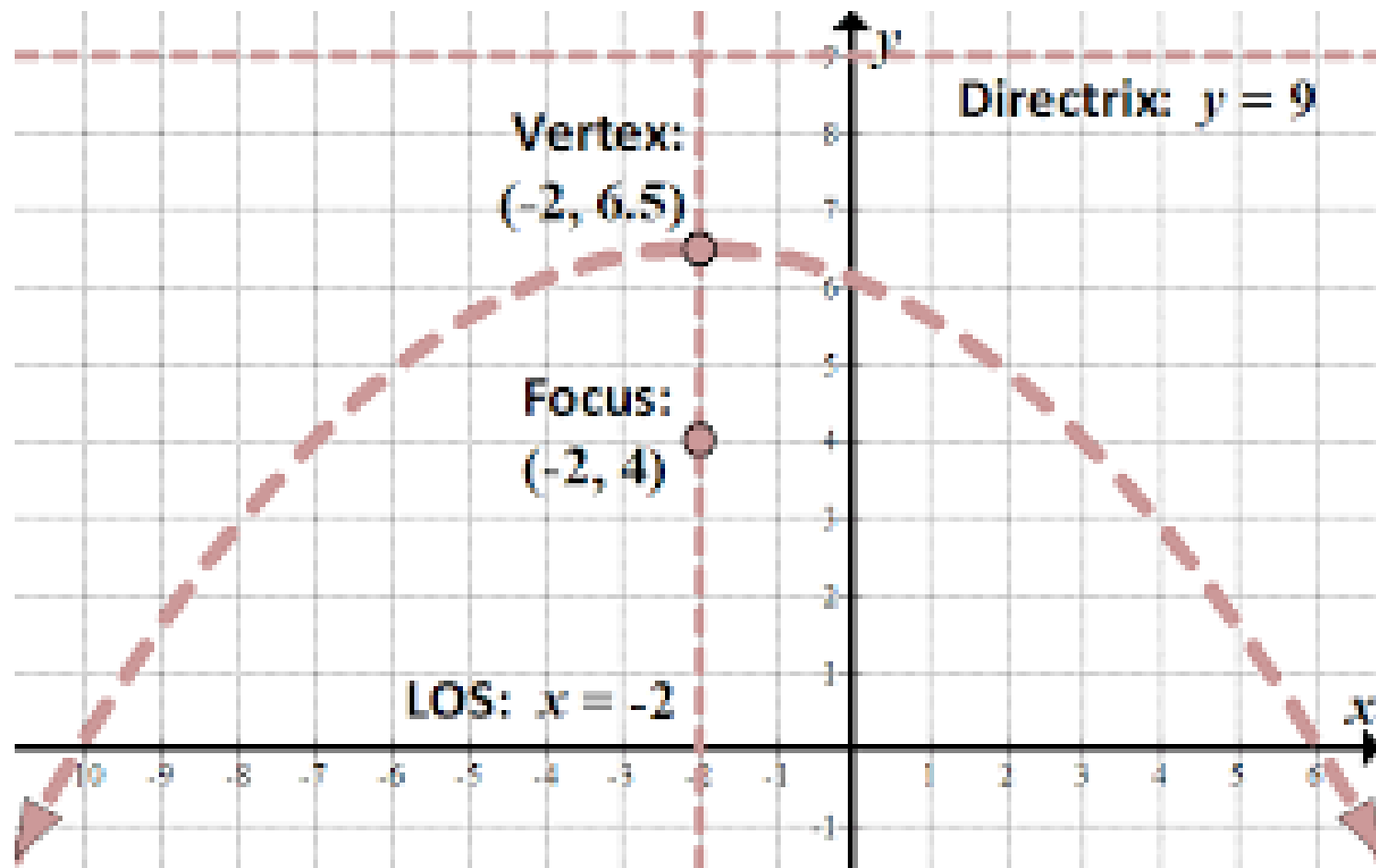
*What are different types of social mobility? Explain factors of mobility (8+8)*

*Q No V: Write notes on any two the following: (8+8)*

*(a) Significance of Social interaction (b) Significance of cooperation*

*(c) Relationship between culture & civilization (d) Concept of Status*





<p style="text-align: center;"><b>Bengalore university pg cbcs recent syllabus</b></p> <p><b>Core: Paper 1. 6. 2: Disaster Management and Rehabilitation</b></p> <p><b>UNIT 1 :</b> Definition and nature of disasters. Natural_ disasters: causes, classification. Prediction possibilities, precautions measures stipulated by the government.</p> <p><b>UNIT 2:</b> Anthropological. perspectives on disasters: natural and man made disasters. Peoples perceptlon of disasters, belief system, past experiences, folklore, stories, proverbs etc on disasters. People religion, caste, ethnic variations, ideas about precautions and preparations. Theoretical perspectives.</p> <p><b>UNIT 3 :</b> Disaster and after: Physical trauma during and after. Dead ones, critically wounded, seriously and casually Wounded. Lost ones; miraculously " escaped ones. Women, children and elderly survivors.</p> <p><b>UNIT 4 :</b> Role of personal identification during and after disasters. Problems and solution. Identification through bone remains, fragmentary bones», teeth, etc. Role of Anthropometry and somatoscopy in personal identification. Physiological traits viz. blood and body fluids. DNA finger printing.</p> <p>Managing disaster survivors and their families. Identifying close relations. Restoration of their family ties and organizing help for shelter food and medical treatments. Organizing funds for resettlement; work opportUNITies for survivors.</p> <p>Group coordination for relocating; reorganization of religious places, hospitals, schools, communication facilities, food medicine, water ' supply and drainage.</p> <p>Disposal of the dead after identification; photographing; collecting blood samples, finger; palmar prints and scopic observations.</p>	<p style="text-align: center;"><b>Mangalore ug cbcs recent syllabus</b></p> <p><b>Core: Paper 1. 6. 2: Disaster Management and Rehabilitation</b></p> <p><b>UNIT 1 :</b> Definition and nature of disasters. Natural_ disasters: causes, classification. Prediction possibilities, precautions measures stipulated by the government.</p> <p><b>UNIT 2:</b> Anthropological. perspectives on disasters: natural and man made disasters. Peoples perceptlon of disasters, belief system, past experiences, folklore, stories, proverbs etc on disasters. People religion, caste, ethnic variations, ideas about precautions and preparations. Theoretical perspectives.</p> <p><b>UNIT 3 :</b> Disaster and after: Physical trauma during and after. Dead ones, critically wounded, seriously and casually Wounded. Lost ones; miraculously " escaped ones. Women, children and elderly survivors.</p> <p><b>UNIT 4 :</b> Role of personal identification during and after disasters. Problems and solution. Identification through bone remains, fragmentary bones», teeth, etc. Role of Anthropometry and somatoscopy in personal identification. Physiological traits viz. blood and body fluids. DNA finger printing.</p> <p>Managing disaster survivors and their families. Identifying close relations. Restoration of their family ties and organizing help for shelter food and medical treatments. Organizing funds for resettlement; work opportUNITies for survivors.</p> <p>Group coordination for relocating; reorganization of religious places, hospitals, schools, communication facilities, food medicine, water ' supply and drainage.</p> <p>Disposal of the dead after identification; photographing; collecting blood samples, finger; palmar prints and scopic observations.</p>
<p style="text-align: center;"><b>Tumkur University PG CBCS Recent</b></p> <p style="text-align: center;"><b>SPT 3. 5. 2: Sociology of Disaster and Social Crisis</b></p> <p><b>Objectives</b></p> <p>The main objectives of this course are;</p> <p>To introduce students to sociological examination of disasters.</p> <p>To understand the disasters are fundamentally social events that reflect the way that live and structure our commUNITies and societies.</p> <p>To create awareness regarding the Natural Disasters and Disaster Management.</p> <p>To understand the historical development of India' s Disaster Management policy.</p>	

**UNIT – 1: Introduction:**

- a. Emergence of study of disaster management and social Crisis
- b. Scope and objectives of disaster management
- c. Elements of disaster management

**UNIT – II: Basic Concepts in Disaster Management:**

- a. Disaster and Social Crisis
- b. Natural Disasters;
- c. Disaster victims; Disaster relief system and responses

**UNIT– III: Types, Causes and Effects of Disasters:**

- a. Earthquake and Tsunami   b. Tropical Cyclones
- c. Droughts and Floods

**UNIT – IV: Social Crisis and Management:**

- a. Nature and types of Social Crisis   b. Terrorism; Communalism and Casteism
- c. Economic crisis and its impact on managing disasters

**UNIT – V: Strategies and Mechanisms of Disaster Management:**

- a. Disaster manager's role in Disaster Management
- b. Role of the government and NGOs in disaster management
- c. Aftermath of disaster and managing refugees

**Reference Books:**

Arick, Auf Der Heide. 2002. *Disaster Response: Preparedness and Co-ordination* Online Book: The Center for Excellence in Disaster Management and Humanitarian Assistance.

Goel, S. L. and Ram Kumar J T (ed. ). 2001. *Disaster Management*, Deep & Deep, New Delhi.

Sinha Prabhas Chandra (ed). 2006. *Disaster Management Process Law, Policy and Strategy*, SBS, New Delhi.

Sinha Prabhas Chandra (ed). 2006. *Disaster Relief Rehabilitation and Emergency humanitarian Assistance*, SBS, New Delhi.

Sinha, Prabhas Chandra (ed). 2006. *Disaster Mitigation Preparedness*

**V SEMESTER -  
GE :1-E (GENERIC ELECTIVE)  
SOCIETY, CULTURE AND TOURISM**

**Objectives:**

This course aims to :

1. Provide basic knowledge on tourism.
2. Examine the nexus between society, culture and tourism
3. Help students in understand how cultural diffusion takes place through tourism
4. Motivate students to choose a career in tourism management

**UNIT – I : Introduction to Sociology of Tourism**

**10 Hrs**

(A) Meaning and Definition of Sociology of Tourism.

b. Interrelationship between society, culture and tourism

c. Significance of Sociology of Tourism and Importance of tourism

**UNIT – II: Tourism in India and in Karnataka**

**10 Hrs**

(A) Opportunities for Tourism in India and Karnataka

b. Types: Eco-tourism, Health Tourism; Religious Tourism; Educational Tourism.

c. Tourism Policies in Karnataka

**UNIT – III : Tourism and Social Change**

**10 Hrs**

(A) Effects of Tourism on Society.

b. Tourism and Cultural Exchange.

c. Career opportunities in Tourism

**References**

Apostolopoulos, Y. , Leivadi, S & Yiannakis, A. , (eds. ) 2000, The Sociology of Tourism :

Theoretical and Empirical Investigations, London: Routledge.

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

Bezbaruah, M. P. , 1999. "Tourism – Current Scenario and Future Prospects", Yojana, Vol. 43.

Bhatia, A. K. , 2003. Tourism Development, Principles and Practices, New Delhi: Sterling Publishers Pvt. Ltd.

Brahmankan, E. B. , 1998. Travel and Tourism as a Career, Vol. 37, . 11.

Brij, Bhardwaj, 1999. "Infrastructure for Tourism Growth", Yojana, Vol. 43.

Chib, S. N. , 1981. Perspectives on Indian Tourism-I, Vol. 77, .19. -II, Vol. 77, . 20

Chile, Som, N. , 1981. Perspectives of Tourism in India, Sardar Patel Memorial Lectures, Publications Division, Government of India,

Cohen, Erik 1984. The sociology of tourism: approaches, issues, and findings. Annual

<p><i>Review of Sociology</i> 10:373–392.</p> <p>Dharma Rajan, S. , 1999. "Tourism – An Instrument for Development", <i>Yojana</i>, Vol. 43. . 8.</p> <p>Jacobsen, Jens Kr. Steen. 2000. <i>Anti-tourist attitudes. Annuals of Tourism Research.</i></p> <p>Kaul, R. N. , 1987. <i>Dynamics of Tourism</i>, New Delhi: a Trilogry K. Publication Pvt. , Ltd.</p> <p>LajipathiRai, H. , 1993. <i>Development of Tourism in India</i>, Rupa Books Pvt. , Ltd.</p> <p>Selvafri, M. , 1989. <i>Tourism Industry in India</i>, Bombay. Himalaya Publishing House.</p> <p>Sharma, K. C. , 1996. <i>Tourism Policy Planning Strategy</i>, Jaipur. Pointer Publishers.</p>
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<p><b>Recommended Readings</b></p> <p>1. Bose, B. P. C. <i>Disaster Policies and Administration: A Study of Three Andhra Disasters</i></p> <p>2. Cohen, Stephen P. and The Andhra Cyclone of 1977. Individual C. V. Raghavulu and Institutional Responses to Mass Death</p> <p>3. Fernandes, Walter and Development, Displacement and Rehabilitation Enakshi Ganduli Thakrai (Eds. )</p> <p>4. Gangopadhyay, T and The Ecological and Economic Costs K. A. Mankodi Rehabilitation: ‘</p> <p>5. Goldsmith and Hildyad, N The Socical and Environmental Effects of Large Dams</p> <p>6. Keller, Stephen L. <i>Uprooting and Social Change –</i></p> <p>7. Saklani, Girija <i>The Uprooted Tibetans</i></p> <p>8. Schedder, T. <i>The Human Ecology and Big Projects: River Basin Development and Resettlement in Annual Review of Anthropology</i></p>	<p><b>Reference :</b></p> <p>Arick, Auf Der Heide. 2002. <i>Disaster Response: Preparedness and Co-ordination</i> Online Book: The Center for Excellence in Disaster Management and Humanitarian Assistance.</p> <p>Goel, S. L. and Ram Kumar J T (ed. ). 2001. <i>Disaster Management</i>, Deep &amp; Deep, New Delhi.</p> <p>Sinha, Prabhas Chandra (ed). 2006. <i>Disaster Management Process Law, Policy and Strategy</i>, SBS, New Delhi.</p> <p>Sinha, Prabhas Chandra (ed). 2006. <i>Disaster Relief Rehabilitation and Emergency humanitarian Assistance</i>, SBS, New Delhi.</p> <p>Sinha, Prabhas Chandra (ed). 2006. <i>Disaster Mitigation Preparedness Recovery and Response</i>, SBS, New Delhi.</p>

