



ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ

ಡಾ. ನಾಗರಾಜ ಎಸ್.

ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು & ಅಧ್ಯಕ್ಷರು (BOS)

ದಿನಾಂಕ: 02/04/2025

16

ಇವರಿಗೆ,

ಮಾನ್ಯ ಕುಲಸಚಿವರು

ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ,

ತುಮಕೂರು.

Kanthe  
Mangam  
17/4

ವಿಷಯ : BOS ಸಭೆಯ ನಡವಳಿ ಹಾಗೂ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಲ್ಲಿಸುತ್ತಿರುವ ಕುರಿತು.

ಉಲ್ಲೇಖ: ತು.ವಿ.ಶೈ.ವಿ.ಕೆ.ಚಿಕೆ:2024-25:/3859 ದಿನಾಂಕ:21/03/2025.

ಈ ಮೇಲ್ಕಂಡ ವಿಷಯ ಮತ್ತು ಉಲ್ಲೇಖಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 2025-26ನೇ ಸಾಲಿನ ಸ್ನಾತಕ ಸಮಾಜಶಾಸ್ತ್ರ ಪದವಿಯ ಮೂರನೇ ಮತ್ತು ನಾಲ್ಕನೇ ಸೆಮಿಸ್ಟರ್‌ನ ಪಠ್ಯಕ್ರಮವನ್ನು ರಚಿಸುವ ಸಂಬಂಧ BOS ಸ್ನಾತಕ ಸಭೆಯನ್ನು ದಿನಾಂಕ:02/04/2025 ರಂದು ಮಧ್ಯಾಹ್ನ 3.30ಕ್ಕೆ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ತುಮಕೂರು. ಇಲ್ಲಿ ಆಯೋಜಿಸಿದ್ದು, ಸದರಿ ಸಭೆಯ ನಡವಳಿ ಹಾಗೂ ಪಠ್ಯಕ್ರಮವನ್ನು ಈ ಪತ್ರದೊಂದಿಗೆ ಲಗತ್ತಿಸಿ ತಮ್ಮ ಅವಗಹನೆಗೆ ಹಾಗೂ ಮುಂದಿನ ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ ಸಲ್ಲಿಸಿದೆ.

ವಂದನೆಗಳೊಂದಿಗೆ,

AC  
141  
17/4/25

ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸಂಖ್ಯೆ: 248  
ದಿನಾಂಕ: 16/4/25  
ತುಮಕೂರು.

ಇಂತಿ ತಮ್ಮ ವಿಶ್ವಾಸಿ

ಡಾ. ನಾಗರಾಜ ಎಸ್.  
CHAIRMAN  
BOS IN SOCIOLOGY

Department of Studies & Research in Sociology,  
Tumkur University, Tumkur





ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ  
ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ನಡವಳಿ

ದಿನಾಂಕ:02.04.2025 ರಂದು ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ,  
ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ತುಮಕೂರು. ಇಲ್ಲಿ ನಡೆದ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಗೆ  
ಹಾಜರಿದ್ದ ಸದಸ್ಯರು,

- |                          |                 |
|--------------------------|-----------------|
| ಡಾ. ನಾಗರಾಜ ಎಸ್           | - ಅಧ್ಯಕ್ಷರು     |
| ಶ್ರೀ.ರಾಮಾಂಜನಪ್ಪ          | - ಉಪಾಧ್ಯಕ್ಷರು   |
| ಡಾ. ಅಶ್ವಿನಿ              | - ಸದಸ್ಯರು       |
| ಡಾ. ಸುನೀತಾ ವಿ ಗಾಣಿಗೇರ್   | - ಸದಸ್ಯರು       |
| ಡಾ. ಸಿದ್ದಗಂಗಯ್ಯ ಎಸ್. ಜಿ  | - ಸದಸ್ಯರು       |
| ಡಾ. ಅಶ್ವಾಖ್ ಅಹಮದ್ ಬಿ. ಎ. | - ಸದಸ್ಯರು       |
| ಡಾ. ನಾಗೇಂದ್ರಪ್ಪ .ಈ       | - ಸದಸ್ಯರು       |
| ಡಾ. ಯಶೋಧ ಎಸ್             | - ಬಾಹ್ಯಸದಸ್ಯರು  |
| ಡಾ. ಆಂಜನಪ್ಪ ಬಿ.ಹೆಚ್      | - ಬಾಹ್ಯ ಸದಸ್ಯರು |
| ಡಾ. ಧ್ರುವ ಬಸವರಾಜ ಜ್ಯೋತಿ  | - ಬಾಹ್ಯ ಸದಸ್ಯರು |

ದಿನಾಂಕ:02.04.2025 ರಂದು ಮಧ್ಯಾಹ್ನ 3.30ಕ್ಕೆ ಸ್ನಾತಕೋತ್ತರ ಸಮಾಜಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮತ್ತು  
ಸಂಶೋಧನಾ ವಿಭಾಗ ತುಮಕೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ತುಮಕೂರು. ಇಲ್ಲಿ ನಡೆದ ಅಧ್ಯಯನ ಮಂಡಳಿ  
ಸಭೆಗೆ ಆಗಮಿಸಿದ ಸದಸ್ಯರನ್ನು ಅಧ್ಯಕ್ಷರು ಸ್ವಾಗತಿಸಿದರು.



## BA Semester V

| <b>SEC 4 - Content of Course : Public Health Consultancy</b> |  |
|--|--|
| <b>Course Credits : 3</b>                                    | <b>Duration of ESA/Exam : 2 Hours</b>  |
| <b>Total Content Hours : 45</b>                              | <b>Formative Assessment Marks : 40</b> |
| <b>Lecture hours per week : 2+0+2</b>                        | <b>Summative Assessment Marks : 60</b> |

### Course 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:

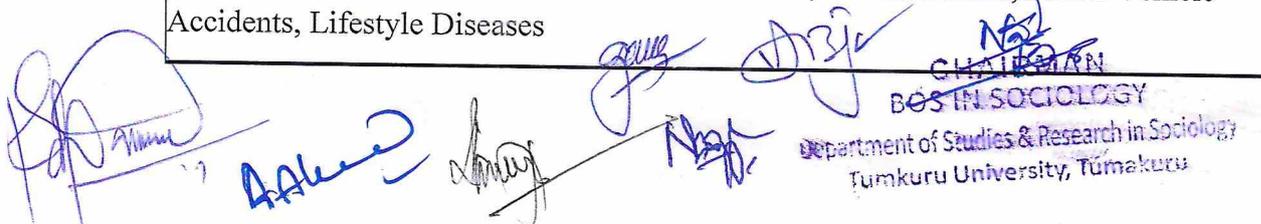
At the end of the course the student should be able to:

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, micro project, field visit, written /oral presentation by the students

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


  
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## Reference Books

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

## Suggested Internet Resources

<https://doctors.practo.com/the-importance-of-interpersonal-communication-in-medical-practices/#:~:text=Interpersonal communication is important not,in taking care of themselves.>  
<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=)  
<https://www.emro.who.int/child-health/community-information/information/All-Pages.html>  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8281832/>  
<https://arogyakeralam.gov.in/2020/03/27/behaviour-change-communication-bcc/>  
<https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social- and-behavior-change-communication/>  
<https://www.publichealthnotes.com/1142-2/>  
[https://nidm.gov.in/PDF/Modules/NIDM\\_SBCC2021.pdf](https://nidm.gov.in/PDF/Modules/NIDM_SBCC2021.pdf)

## BA Semester VI

|  |  |
|--|--|
| <b>Course Title : Corporate Social Responsibility</b>  |  |
| <b>Course Credits : 3</b>  | <b>Formative Assessment Marks : 40</b> |
| <b>Total Content Hours : 45</b>  | <b>Summative Assessment Marks: 60</b>  |
| <b>SEC - Content of Course : Corporate Social Responsibility</b>   | <b>45 Hrs</b>                          |
| <b>Unit – 1 Introduction</b>   | <b>15</b>                              |
| <b>Chapter 1:</b> Corporate Social Responsibility (CSR): Meaning, Evolution of CSR; Concept of Charity, Corporate Citizenship, Corporate Philanthropy<br><b>Chapter 2:</b> Corporate-Community Collaboration (CCC) and Social Development; Challenges to CCC<br><b>Chapter 3:</b> CSR Legislation in India: Sec 135 of Companies Act, 2013 |  |
| <b>Unit - 2 Stakeholders - Role and Responsibilities</b>   | <b>15</b>                              |
| <b>Chapter 4:</b> Stakeholders in CSR: Shareholders, Employees, Customers, Communities, Governments and Regulators<br><b>Unit 5:</b> Role of Public Sector and NGOs in Corporate, Government Programmes<br><b>Unit 6:</b> Stakeholder Mapping, Engagement and Action Plan  |  |
| <b>Unit – 3 Current trends and Opportunities in CSR</b>  | <b>15</b>                              |
| <b>Chapter 7:</b> Review Current trends and opportunities in CSR<br><b>Chapter 8:</b> Review of Successful corporate initiatives and challenges of CSR<br><b>Chapter 9:</b> Impacts on CSR; Globalization and Environment  |  |

### Reference Books

Kloppers, H. & Kloppers, E. (2018) Identifying Commonalities in CSR Definitions: Some Perspectives. In Kiyomet Tunka, C & Roshima, S. (Eds.) Sustainability and Social Responsibility of Accountability Reporting systems (pp. 229-243). Springer.

- Porter and Kramer (2006). Strategy and Society. The link between competitive advantage and corporate social responsibility. Harvard Business Review.
- Porter and Kramer (2011). Creating Shared Value. Harvard Business Review
- Reidenbach and Robin (1991). A conceptual model of corporate moral development. Journal of Business Ethics (10), 273—284
- Velga, A. (2020) Business Ethics and Corporate Social Responsibility. EKA University of Applied Science, p. 63-85






  
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## BA Semester VI

|   |  |
|---|--|
| <b>Course Title : Internship /<br/>Dissertation/SEC-2</b> |  |
| <b>Course Credits : 3</b>                                 | <b>Formative Assessment Marks : 40</b> |
| <b>Total Content Hours : 45</b>                           | <b>Summative Assessment Marks :60</b>  |

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

**Course Objectives:**

- Create awareness of the CSR theoretical framework, its ethical foundation and importance to improve the general welfare.
- Provide students with comprehensive knowledge of stakeholders' expectations and sustainability challenges companies face.
- Demonstrate students that CSR is viable, when integrated into a Global Business strategy.

**Course outcome:**

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

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

- Understand theoretical framework and ethical foundation of CSR
- Identify and Build stakeholders mapping and engagement strategy adopted to the local culture and environment
- Know the main instruments initiatives and tools used to measure CSR
- Understand the value of Ethical and Emphatic behavior in business decisions

Articulation metrics for SEC Course 2: mapping of course outcomes (COs) with programme outcomes (POs 1-12)

| Course Outcomes (COs)/<br>Program Outcomes (POs)   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|---|
| Understand theoretical framework and ethical foundation of CSR   |   | X | X |   |   |   |   |   | X |
| Identify and Build stakeholders mapping and engagement strategy adopted to the local culture and environment |   |   | X | X | X | X | X |   | X |
| Know the main instruments initiatives and tools used to measure CSR  | X | X |   |   |   |   |   |   |   |
| Understand the value of Ethical and Emphatic behavior in business decisions                                  | 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 programme outcome.

Question Paper Pattern for DSC and OE  
( From I Semester to VI Semester Except SEC)  
B.A. Examination Month /Year

**Sociology**  
Title of the Paper

Instruction: Answer All Questions

I. Answer any ten Questions

10 X 2 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

II. Answer any Four Questions

4 X 5 = 20

- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

III. Answer any Two Questions

2X 10 = 20

- 21.
- 22.
- 23.
- 24.

  
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10  
11  
12

Question Paper Pattern for Sec-1/SEC-2/INTERNSHIP  
B.A. Examination Month / Year  
(Scheme CBCS)  
Sociology  
Title of the Paper

Instruction: Answer All Questions

I. Answer any ten Questions

10 X 2 = 20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

II. Answer any Four Questions

4 X 5 = 20

- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

III. Answer any Two Questions

2X 10 = 20

- 21.
- 22.
- 23.
- 24.

  
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Dr.NAGARAJA S <nagarajassoc82@gmail.com>

## BOS,Approval

1 message

dhruvajyothi10@gmail.com <dhruvajyothi10@gmail.com>  
To: S Nagaraja <nagarajassoc82@gmail.com>

Sat, Apr 5, 2025 at 10:21 PM

Dear sir,  
Greeting to you  
Above the BOS,proceeding is approved  
Thanking you  
Yours  
Dr.Dhruva b Jyothi  
Karnatak university,  
Dharawad  
Sent from my iPhone

  
  
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