

SECOND YEAR

Subject No. 1
SOCIOLOGY

Total Hours: 60

Theory Hours: 60

AIM:

- This course is designed to help the student to develop an understanding of concepts related to social process and its relationship with health, illness and nursing..

OBJECTIVES:

At the end of course students will be able to explain:

- Structure and the dynamics of the society.
- Relationship of the individual to a society.
- Social problems and its influence on social changes and the factors contributing to it.
- Sociological concepts applicable to nursing.
- Role of sociology in nursing as related to social institution in India.
- Positive attitude towards individual, family and community.

COURSE CONTENTS:

Unit I - Introduction:

- Definition of sociology. **Nature and scope of the discipline.** Importance and application of sociology in nursing.

Unit II - Individual and society:

- Society and community. Nature of society. Difference between society and community. Process of socialization and individualization.

Unit III - Culture:

- Nature of culture. Evolution of culture. Diversity and uniformity of culture. Culture and socialization. Trans cultural society. Influence on health and disease.

Unit IV - Social groups and processes:

- The meaning and classification of groups. Primary and secondary groups. In – groups v/s out – groups, class tribes, class. Economic, Political, Religious groups, Mob, Crowd, Public and audience interaction and social process. Co- operation, competition, conflict. **Accommodation, assimilation & isolation.**

Unit V - Population:

- Society and population. Population distribution in India – Demographic characteristics. Malthusian theory of population. Population explosion in India and its impact on health status. Family welfare program.

Unit VI - Family and marriages:

- Family functions. Types – Joint, Nuclear, Blended and extended family. The modern family – changes, problems – Dowry etc., welfare services. Changes and legislations on family and marriage in India – marriage acts. Marriage: forms and functions of marriage. Marriage and family problems in India. Family, marriage and their influence on health and health practices.

Unit VII - Social stratification:

- Meaning and types of social stratification. **The Indian cast system – origin and features.** Features of cast in India today. Social class system and status. Social mobility – meaning and types. Race as a biological concept, criteria of racial classification. Silent features of primary races – racism. Influence of class, caste and race on health and health practices.

Unit VIII - Types of communities in India (Rural, Urban, and Regional):

- Features of village community and characteristics of Indian villages – Panchayat system, social dynamics. Community development project and planning. Changes in Indian rural life. Availability of health facilities in rural and its impact on health and health practices. Major urban problems – Urban slums. Region: Problems and impact on health.

Unit IX - Social change:

- Nature and process of social change. Factors influencing social change, cultural change, cultural lag. Introduction to theories of social change: Linear, cyclical, Marxian, functional. **Role of nurse – change agents.**

Unit X - Social organization and social system:

- Social organizations: elements types. Democratic and authoritarian modes of participation. Voluntary associations. Social system: Definition and types of social system. Role and status as structural elements of social system. **Inter relationship of institutions.**

Unit XI - Social control:

- Nature and process of social control. Political, legal, religious, educational, economic, industrial and technological systems, norms and values – **Folkways and mores, customs, laws and fashion.** Role of nurse.

Unit XII - Social problems:

- Social disorganization. Control and planning: poverty, housing, illiteracy, food supplies, prostitutions, rights of women & children, vulnerable groups: Elderly handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS. **Social welfare program in India.**

SOCIOLOGY

Unit No. & Hours	Objectives	Contents with Distribution of Hours						
		Must Know			Desirable to Know	Nice to Know		
I (1 Hrs)	At the end of unit student are able to Knowledge: Define sociology and understand the nature and scope of sociology. Skill: Identify social impact on health and nursing. Attitude: Incorporates concept of self discipline in nursing practice.	Introduction : <ul style="list-style-type: none"> • Definition of sociology. • Importance and application of sociology in nursing. • Nature and scope of the discipline. (1 hrs) 						
Student should able to: CO1: Define and explain the sociology and its importance with its application in nursing CO2: Explain the nature and enumerate the scope of Sociology.								
Unit:1 Introduction								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define and explain the sociology and its importance with its application in nursing		2	3	1	2	2	3	3
CO2: Explain the nature and enumerate the scope of Sociology.		2	3	3	3	3	3	3

II (3Hrs)	At the end of unit student are able to Knowledge: Understand the concept of society and community and the process of socialization and individualization. Skill: Differentiates between the society and community. Attitude: Apply the concept of society and community appropriately.	Individual and society : • Difference between society and community. • Process of socialization and • Individualization.(2 hrs)	• Society and community. • Nature of society. (1 hr)				
Student should be able to: CO 1 : Define socialization and individualization and explain the process of socialization. CO 2 : Determine the nature of society and community. CO 3 : Differentiate between society and community							
Unit: II Individual and society							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define socialization and individualization and explain the process of socialization.	3	3	1	2	2	3	3
CO2: Determine the nature of society and community	3	3	3	3	3	3	3
CO 3: Differentiate between society and community.							
III (3 Hrs)	At the end of unit student are able to Knowledge: Describe the influence of culture on health and disease. Skill: Accustom with different cultures and renders culturally congruent care. Attitude: Appreciates transcultural influences on health.	Culture : • Diversity and uniformity of culture. • Culture and socialization. • Trans cultural society. • Influence on health and disease. (2 hrs)			• Nature of culture. • Evolution of culture. (1 hr)		

Student should be able to: CO 1 : Define culture and explain the factors of diversity and uniformity. CO 2 : Define Culture, List the nature of culture and explain the evolution of culture. CO 3 : State the importance of culture and socialization and describe the cultural influence on health and disease								
Unit: III Culture								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define culture and explain the factors of diversity and uniformity.		1	3	1	2	2	3	3
CO2: Define Culture, List the nature of culture and explain the evolution of culture.		1	3	3	3	3	3	3
CO 3 : State the importance of culture and socialization and describe the cultural influence on health and disease.		1	3	3	2	3	3	3
IV (4 Hrs)	At the end of unit student are able to Knowledge: Understand various categories of groups and their characteristics and purposes. Skill: Identify various social groups and their interactions. Attitude: Recognize group's dynamics and prevents group conflicts.	Social groups and processes: <ul style="list-style-type: none"> • In – groups v/s out – groups, class tribes, caste • Economic, Political, Religious groups, Mob, Crowd, Public and audience interaction and social process. (1 hr) • Co- operation, competition, conflict. (1 hr) 			<ul style="list-style-type: none"> • The meaning and classification of groups • Primary and secondary groups. (1 hr) 		Accommodation, assimilation & isolation. (1 hr).	
Student should be able to: CO 1 : Define social groups and explain the classification of social groups and importance of primary groups. CO 2 : Enumerate the functions of social groups and explain the characteristics of crowds and audience. CO 3 : Describe the characteristics of co-operation and identify their types. CO 4 : Describe the nature of assimilation and state methods of accommodation. CO 5 : Describe the characteristics of religion and identify the functions of religion.								

Unit IV Social groups and processes.								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define social groups and explain the classification of social groups and importance of primary groups.		1	2	1	2	2	3	3
CO2: Enumerate the functions of social groups and explain the characteristics of crowds and audience		1	2	3	2	3	3	3
CO 3: Describe the characteristics of co-operation and identify their types.		1	1	3	2	3	3	2
CO 4: Describe the nature of assimilation and state methods of accommodation.		2	1	3	2	2	3	2
CO5 : Describe the characteristics of religion and identify the functions of religion.		2	1	2	2	3	3	3
V (6 Hrs)	At the end of unit student are able to Knowledge: Explain the growth of population in India and its impact on health. Skill: Identify the trends of demographic changes that influence the health of population. Attitude: Participates in family welfare program.	Population: • Malthusian theory of population. (1 hr) • Population explosion in India and its impact on health status. (1 hr) • Family welfare program (2 hrs)			• Population distribution in India – Demographic characteristics (1hr)		• Society and population (1 hr)	
Student should be able to: CO 1: Describe the Malthusian theory of population and state the causes of population explosion in India and its impact on health and status. CO 2: State the demographic characteristics and illustrate the family welfare program. CO 3: Explain the suggestions of Malthus theory.								

Unit V Population								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Describe the Malthusian theory of population and state the causes of population explosion in India and its impact on health and status.		1	1	1	2	2	3	3
CO2: State the demographic characteristics and illustrate the family welfare program.		1	1	3	2	3	3	3
CO 3: Explain the suggestions of Malthus theory.		1	1	1	2	2	2	2
VI (5 Hrs)	At the end of unit student are able to Knowledge: Describe the institutions of family and marriage in India. Skill: Recognize the influence of family and marriage on health of masses. Attitude: Incorporates the knowledge of family structure and function while rendering care and health education.	Family and marriages: <ul style="list-style-type: none"> • Family functions, • Types – Joint, Nuclear, Blended and extended family. Welfare services. (1 hr) • Marriage: forms and functions of marriage. (1 hr) • Family, marriage and their influence on health and health practices. (1 hr) 			<ul style="list-style-type: none"> • The modern family – changes, problems – Dowry etc., • Marriage and family problems in India. (1 hr) 		<ul style="list-style-type: none"> • Changes and legislations on family and marriage in India – marriage acts. (1 hr) 	
Student should be able to: CO 1 : Define Family, enlist the types of family and explain the family welfare services. CO 2 : List down the forms and functions of marriage and explain their influence on health and health practices CO 3 : Describe the modern changes in family and marriage and illustrate the marriage and family problems in India. CO 4 : State the causes of dowry system and illustrate the its remedial measures. CO 5: Determine the changes and legislation on family and marriage in India- Marriage acts.								

Unit VI Family and marriages								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define Family, enlist the types of family and explain the family welfare services.		2	1	2	2	2	3	3
CO2:List down the forms and functions of marriage and explain their influence on health and health practices		2	1	3	3	3	3	3
CO 3: Describe the modern changes in family and marriage and illustrate the marriage and family problems in India.		2	1	2	2	3	3	3
CO 4: Define dowry, enlist the causes of dowry and explain the causes of dowry.		2	3	3	3	2	3	3
CO 5: Determine the changes and legislation on family and marriage in India –Marriage acts.		3	1	2	3	3	2	3
VII (7 Hrs)	At the end of unit student are able to Knowledge: Describe the class and caste system and their influence on health and health practices. Skill: Identify the influence of class and caste on health and health practices. Attitude: Strive to gain more and more knowledge about castes and class in Indian Society and their impact on health practices of people.	Social stratification: <ul style="list-style-type: none"> • Meaning and types of social stratification. • Social class system and status. • Social mobility – meaning and types. • Influence of class, caste and race on health and health practices. (4 hrs) 			<ul style="list-style-type: none"> • Race as a biological concept, criteria of racial classification. • Silent features of primary races – racism. (1 hrs) • The Indian caste system – origin and features. (1 hrs.) 		<ul style="list-style-type: none"> • Features of caste in India today. (1 hrs) 	

Student should be able to:

CO 1 : Define social stratification, enlist the types and explain the characteristics of social class system.

CO 2 : Define race, enlist the features of primary races and explain the criteria of racial classification.

CO 3 : Enlist the types of social mobility and explain the influence of class, caste and race on health and health practices.

CO 4 : Describe the origin of Indian caste system and identify the features of caste in India today.

Unit VII Social stratification

Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define social stratification, enlist the types and explain the characteristics of social class system.		3	3	1	2	2	3	3
CO2: Define race, enlist the features of primary races and explain the criteria of racial classification.		3	3	3	3	3	3	3
CO 3 : Enlist the types of social mobility and explain the influence of class, caste and race on health and health practices.		1	1	1	3	3	2	2
CO 4 : Describe the origin of Indian caste system and identify the features of caste in India today.		2	2	1	2	3	2	3
VIII (6 Hrs)	At the end of unit student are able to Knowledge: Describe the types of communities in India, their health practices. Skill: Identify the impact of community practices on health of communities. Attitude: Incorporates knowledge of religion while rendering care to individuals, families and communities.	Types of communities in India (Rural, Urban, Regional): <ul style="list-style-type: none"> • Features of village community and characteristics of Indian villages – Panchayat system, social dynamics. • Community development project and planning. • Availability of health facilities in rural and 			<ul style="list-style-type: none"> • Region: Problems and impact on health. (1 hr) 		<ul style="list-style-type: none"> • Changes in Indian rural life. (1 hr) 	

		its impact on health and health practices. • Major urban problems- Urban slums (4 hrs)						
Student should be able to: CO 1 : Define village community , enlist the characteristics of village community and enumerate the role of panchayat system. CO 2 : Enumerate the region problem and its impact on health. CO 3 : State on community development project and planning and identify the changes in Indian rural life. CO 4 : Determine the availability of health facilities in rural area and identify its impact on health and health practices.								
Unit VIII Types of communities in India (Rural, Urban and Regional)								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define village community, enlist the characteristics of village community and enumerate the role of panchayat system.		1	3	1	2	2	3	3
CO 2 : Enumerate the region problem and its impact on health		1	3	1	3	3	3	2
CO 3 : State on community development project and planning and identify the changes in Indian rural life.		1	2	3	2	3	3	3
CO 4 : Determine the availability of health facilities in rural area and identify its impact on health and health practices.		2	3	2	3	3	2	3
IX (4 Hrs)	At the end of unit student are able to Knowledge: Explain the process of social change. Skill: Identify the factors responsible for social change and their impact on health and health practices of people. Attitude: Adapt to the social health needs.	Social change: • Nature and process of social change. • Factors influencing social change, cultural change, cultural lag. • Introduction to theories of social change: Linear, cyclical, Marxian, functional.(2hrs)			• Introduction to theories of social change: Linear, cyclical, Marxian, functional (1hr)	Role of nurse - change agents. (1 hrs).		

Student should be able to:

CO 1 : Define social change, enlist the nature of social change and explain the process of social change.

CO 2 : Explain the influencing factors of social change and enlist the role of nurse as change agents

CO 3 : State the different types of theories of social change.

Unit IX Social change

Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1 : Define social change, enlist the nature of social change and explain the process of social change	3	3	1	2	2	3	3
CO2: Explain the influencing factors of social change and enlist the role of nurse as change agents.	3	3	3	3	3	3	3
CO 3 : State the different types of theories of social change.	1	1	1	3	2	3	

X (4 Hrs)	At the end of unit student are able to Knowledge: Describe the social system and interrelationship of social organizations. Skill: Identify appropriate social organization in times of need. Attitude: Appreciates the interrelationship between the social organizations.	Social organization and social system: <ul style="list-style-type: none"> • Social organizations: elements types. • Social system: Definition and types of social system. • Role and status as structural elements of social system. (2 hrs) • 	<ul style="list-style-type: none"> • Voluntary associations. • Democratic and authoritarian modes of participation. (1 hr) 	Inter relationship of institutions. (1hrs)
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Student should be able to:

CO 1 : Enumerate the elements and types of social organization

CO 2 : Define social system, enlist the types of social system and explain the role and status as structural elements of social system.

CO 3 : Identify the functions of voluntary association and state the types of modes of participation.

Unit X Social organization and social system								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
		PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Enumerate the elements and types of social organization		1	1	1	2	2	3	3
CO2: Define social system, enlist the types of social system and explain the role and status as structural elements of social system		1	1	3	3	3	3	3
CO 3 : Identify the functions of voluntary association and state the types of modes of participation.		2	2	2	3	3	2	3
XI (2 Hrs)	At the end of unit student are able to Knowledge: Explain the nature and process of social control. Skill: Identify the role of nurse in social control. Attitude: Participates in social control.	Social control: • Nature and process of social control. • Political, legal, religious, educational, economic, industrial and technological systems, norms and values –Role of nurse. (1hrs)			Folkways and mores customs, laws and fashion. (1hr)			
Student should be able to: CO 1 : Enumerate the nature and process of social control CO 2 : Explain the role of nurse in social control. CO 3 : Illustrate the customs and fashion as means of social control CO 4: Identify the role of folkways and mores as informal means of social control								

Unit XI Social control							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Enumerate the nature and process of social control.	2	3	1	2	2	3	3
CO 2: Explain the role of nurse in social control.	2	3	3	3	3	3	3
CO 3 : Illustrate the customs and fashion as means of social control	1	1	2	2	2	3	3
CO 4: Identify the role of folkways and mores as informal means of social control	1	1	2	2	3	2	2

XII (15 Hrs)	At the end of unit student are able to Knowledge: Describe the role of nurse in dealing with social problems in India. Skill: Identify social disruption due to different health conditions having social stigma/implications. Attitude: Participates in social welfare program	Social problems: • Control and planning: poverty, housing, illiteracy, food supplies, prostitutions, rights of women & children, vulnerable groups: Elderly handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS. (09 hrs)	Social disorganization (04 hrs)	Social welfare program in India. (02 hr)
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Student should be able to:
CO 1 : Define social disorganization and enumerate their causes
CO 2 : Define substance abuse enlist the causes and explain their remedial measures.
CO 3 : Enlist the causes of juvenile delinquency
CO 4 : Illustrate the causes and identify the major , minor symptoms of HIV/AIDS
CO 5 : Identify the social, economical causes of crimes and illustrate its preventative measures.

Unit XII Social problems							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Define social disorganization and enumerate their causes.	3	3	1	2	2	3	3
CO2: Define substance abuse enlist the causes and explain their remedial measures	3	3	3	3	3	3	3
CO 3 : Enlist the causes of juvenile delinquency.	2	3	3	3	3	3	3
CO 4 : Illustrate the causes and identify the major , minor symptoms of HIV/AIDS.	3	3	3	3	3	2	3
CO 5 : Identify the social, economical causes of crimes and illustrate its preventative measures.	2	2	3	2	3	2	2

TEACHING STRATEGY:

Total Teaching Hours: 60

Lectures: 60

ASSIGNMENTS:**Theory:**

Sr. No.	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Tutorials	Two	20	40

Two Tutorials shall be conducted in each term.

TEACHING METHODS:

- Lectures, Group Discussion, Workshop.

A.V. AIDS:

- Over head projector, L.C.D. Computer Assisted Instruction, Flip Chart, Posters, Black Board.

LIST OF RECOMMENDED BOOKS:

- Dr. G. Das, 'Principles of Sociology', Kings Books, Educational Publishers, Delhi.
- Dr .K. Khadase, 'Indian Sociology', Niraj Publication, Nagpur.
- Theoretical prospective in sociology.
- T. k. Indrani, 'Sociology for Nursing Students', Jaypee Brothers.
- K. P. Neeraja, 'Sociology for Nursing Students', Jaypee Brothers.
- K.P.Pothen,SociologyforNursingStudents',N.R.Brothers,Indore.

