

**BA SOCIOLOGY**  
**UNIVERSITY of KERALA**

**Scheme and Syllabus**  
**(Outcome Based Teaching, Learning and Evaluation - OBTLE)**

**2021**

## Outline of B.A. Sociology Programme

Duration of the Programme	3 years
Number of Semesters	6
Minimum Credits	120
Core Courses in Sociology	14
Foundation courses from other discipline	1
Foundation courses in Sociology	1
Number of complementary courses in Sociology	4
Number of Complementary courses from other disciplines	4
Elective	1
Project	1

### Programme Outcomes (POs)

1. Develop rational thinking, critical temper and scientific rigour so as to enhance productivity and demand of the learner in the job market.
2. Acquire oral and written communication skills appropriate to the discipline
3. Construct socially sensitive and socially responsible citizens endowed with humane values and creativity
4. Impart cultural heritage, ethical values, and moral standards in the thought process and behavior of the learner will be reinforced

### Programme Specific Outcomes (PSOs) of B.A Sociology

1. Explain preliminary concepts, theories and methodologies specific to the discipline of Sociology
2. Analyze the social structures, processes, institutions and relationships with sociological imagination
3. Develop desirable social engagements and interventions addressing social issues in international, national and regional contexts.
4. Build engaged practitioners of Sociology.

### General Structure and design of BA Programme in Sociology

Sem. No	Course Number	Course Title	Hrs/Week	Number of Credits

<b>I</b>	1111	Language Course 1 (English-I)	5	4
	111 2	Language Course 2 (Addl.Language)	4	3
	1123	Foundation Course 1	4	2
	SG 1144	Core 1 - Introduction to Social Sciences	6	4
	SG 1135	Complementary 1- Introduction to Sociology	3	2
	1136	Complementary 2	3	2
		Total	25	17
<b>II</b>	1211	Language Course 3 ( English II )	5	4
	1212	Language Course 4 (English III )	4	3
	1213	Language Course 5 (Addl.Lang. II)	4	3
	SG 1244	Core 2 – Understanding Indian Society	6	4
	SG 1235.1 SG 1235.2	Complementary 3 – Individual and Social Behaviour Political Sociology	3	3
	1236	Complementary 4	3	3
		Total	25	20
<b>III</b>	1311	Language Course 6 (English IV)	5	4
	1312	Language Course 7 (Addl. Lan III)	5	4
	SG 1323	Foundation Course 2 - Social Informatics	4	3
	SG 1344	Core 3 – Sociological Theory	5	4
	SG 1335	Complementary 5- Sociology of Ageing	3	3
	1336	Complementary 6	3	3
		Total	25	21
<b>IV</b>	1411	Language Course 8 (English V)	5	4
	1412	Language Course 9 (Addl.Lan.IV)	5	4
	SG 1443.1 SG 1443.2	Core 4- Rural Development / Sociology of Migration	5	4
	SG 1444	Core 5 – Social Psychology	4	3

	SG 1435	Complementary 7 – Sociology of Gender	3	3
	1436	Complementary 8	3	3
		Total	25	21
<b>V</b>	SG 1541	Core 6 - Gender and Society	4	4
	SG 1542	Core 7 - Structure and Transformation of Kerala Society	4	4
	SG 1543.1	Core 8 - Urban planning and Development/	4	3
	SG 1543.2	Sociology of Development		
	SG 1544	Core 9 – Research Methodology	4	4
	SG 1645	Project/ dissertation	3	
	SG 1545.1 SG 1545.2	Core 10 - Disaster Management / Environmental Sociology	3	3
	SG 1551.1 SG 1551.2	Open Course- Life Skill Education/ Mass communication and Society	3	2
		Total	25	20
<b>VI</b>	SG 1641	Core 11 - Social Gerontology	5	4
	SG 1642	Core 12 –Introduction to Indian Constitution	5	4
	SG 1643.1 SG 1643.2	Core 13 - Social Stratification/ Social Welfare administration	5	4
	SG 1644.1	Core 14 –Social Anthropology	4	3
	SG 1661.1 SG 1661.2 SG	Elective – NGOs and Social Interventions / Crime and Society/ Sociology of Health	3	2

	1661.3			
	SG 1645	Project	3	4
		Total	25	21
		Grand Total	150	120

### Specific Structure and Design of Sociology courses for B.A.

Course Code	Title of the Course	Type of the Course	Hours per week	Credits
<b>FIRST SEMESTER</b>				
SG 1144	Introduction to Social Sciences	Core 1	6	4
SG 1135	Introduction to Sociology	Complementary 1	3	2
	Total Credits			6
<b>SECOND SEMESTER</b>				
SG 1244	Understanding Indian Society	Core 2	6	4
SG 1235.1	Individual and Social Behavior	Complementary 2	3	3
SG 1235.2	Political Sociology	Complementary 3		
	Total Credits			7
<b>THIRD SEMESTER</b>				
SG 1323	Social Informatics	Foundation Course 2	4	3
SG 1344	Sociological Theory	Core 3	5	4
SG 1335	Sociology of Ageing	Complementary 5	3	3

	Total Credits			10
<b>FOURTH SEMESTER</b>				
SG 1443.1 SG 1443.2	Rural Development/ Sociology of Migration	Core 4	5	4
SG 1444	Social Psychology	Core 5	4	3
SG 1435	Women and Society	Complementary	3	3
	Total Credits			10
<b>FIFTH SEMESTER</b>				
SG 1541	Gender and Society	Core 6	4	4
SG 1542	Structure and Transformation of Kerala Society	Core 7	4	4
SG 1543.1 SG 1543.2	Urban planning and Development/ Sociology of Development	Core 8	4	3
SG 1544	Research Methodology	Core 9	4	4
SG 1545.1 SG 1545.2	Sociology of Disaster Management/ Environmental Sociology	Core 10	3	3
SG 1551.1 SG 1551.2	Life Skill Education/ Mass communication and Society	Open course	3	2
SG 1645	Project/Dissertation		3	
	Total Credits			20
<b>SIXTH SEMESTER</b>				
SG 1641	Social Gerontology	Core 11	5	4
SG 1642	Introduction to Indian Constitution	Core 12	5	4
SG 1643.1 SG 1643.2	Social Stratification/ Social Welfare administration	Core 13	5	4
SG 1644	Social Anthropology	Core 14	4	3
SG 1661.1 SG 1661.2 SG 1661.3	NGOs and Social Interventions / Crime and Society / Sociology of Health	Elective	3	2
SG 1645	Project / Dissertation		3	4
	Total Credits			21

## Course in Details

<b>Semester</b>	<b>I</b>	<b>Type of course</b>	<b>Core 1</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>6</b>

### SG 1144 INTRODUCTION TO SOCIAL SCIENCES

#### **Aim of the course**

The course intend to familiarize the students with the emergence of social sciences and Sociology as a discipline, Key sociological concepts and the significance of Sociology

#### **Course Outcomes**

1. Understand the evolution of Social Sciences
2. Examine methodological perspectives relevant to Social Sciences
3. Recognize the key concepts in Sociology

#### **Module I: Social Science – An introduction**

Social science – its emergence, historical foundation (Renaissance, Reformation, Enlightenment, Twin Revolutions), Difference between social sciences, natural sciences and humanities

#### **Module II: Knowledge production in Social sciences**

The Sociology of Knowledge: Karl Mannheim, Views of knowledge-Positivism, Interpretivism, Critical, Feminist, Interdisciplinary aspects in Social Sciences of Sociology

#### **Module III: Methodology in Social sciences**

Objectivity vs. Subjectivity, Scientific method, Problems of objectivity, Commonsense and Sociological Imagination

#### **Module IV: Introduction to Sociology**

Sociology: Nature and subject matter, Basic concepts: Society, Community, Association, Institutions, Social groups, Status and Role, Culture, Social control, Social change, Structure and Function, Norms and values, Scope: Applied Sociology, Public Sociology and Professional Sociology

**Student activity:** *Students should be asked to prepare postures using any of Sociological concepts that can be used effectively for understanding society or for analyzing social problems.*

**Pedagogy:**

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

**Essential Readings**

- Harlambos, M (1980) *Sociology: Themes and Perspectives*, Oxford University Press
- Bottomore, T.B. (2014) *Sociology: A Guide to Problems and Literature*; New Delhi: Rutledge
- Davis, Kingsley (2000) *Human Society*, New Delhi: Surjeet Publications, India
- Mac Iver and Page Society: *An Introductory Analysis*, Mac Millan India Ltd., New Delhi
- Hunt, Elgin,F and Colander, David C. (2010) *Social Science-An Introduction to the Study of Society*, Noida: Pearson
- Perry John (2009) “through the Lens of sciences” in *Contemporary Society; An introduction to Social Sciences*, Allyn and Bacon
- Sujata Patel (Ed). (2002). *Thinking Social Science in India*, Sage:New Delhi 2002
- Inkeless, Alex. (1987). *What is sociology?* New Delhi: Prentice Hall of India, 1987.
- Jayaram, N (1988) *Introductory Sociology*. Madras: Macmillan India.
- Johnson, Harry M. (1995). *Sociology: A systematic introduction*, New Delhi: Allied Publishers
- Rawat.H.K (2013). *Contemporary Sociology*, New Delhi: Rawat
- Kendall,Diana (2012). *Sociology in Our times: The Essentials*, New York: Cengage Learning
- Ballatine, Jeanne H, Roberts, Keith A. (2014). *Our Social World-Introduction to Sociology*, California: Sage.



<b>Semester</b>	<b>I</b>	<b>Type of course</b>	<b>Complementary 1</b>
<b>Credit</b>	<b>2</b>	<b>Hrs. / Week</b>	<b>3</b>

### SG 1135 INTRODUCTION TO SOCIOLOGY

#### **Aim of the Course**

The course intends to familiarize the students with the origin and development of Sociology as a discipline, key sociological concepts as well as social dynamics and processes in Society.

#### **Course Outcomes**

1. Illustrate the origin, development and scope of Sociology
2. Explain the Key concepts of Sociology
3. Examine the significance of social processes and social change

#### **Module I: Understanding Sociology**

Definition, Nature and Scope of Sociology, Sociology as a Science, Relation of sociology with other social sciences , Development of Sociology as a discipline ,Sociology and Common sense, Development of Sociology in India.

#### **Module II: Foundations of Society**

Society, Community, Association, Organization, Institutions, Social Groups, Culture-Folkways, Mores, Values, Sub-culture, Social Structure and Function , Social system, Social process-Associate and Dissociative , Socialization.

#### **Module III: Social processes and social dynamics**

Social control-meaning and nature, methods and mechanisms, Social Deviance-basic types, Social Change-factors, Social development-approaches, Social Mobility-types, Social Problems in India

**Student activity:** *Students should be formed into groups and each group may ask to prepare and present a concept map on relevant sociological concepts.*

#### **Pedagogy:**

While introducing sociology as a social science emphasis should be laid on the distinctiveness of its perspective rather than on its substantive themes of study. For effective teaching and

meaningful learning, illustrations may be drawn from relevant empirical studies. Throughout the course, conscious effort should be made to drive home the relevance and significance of sociology for understanding society and in attempting to solve its problems.

### **Essential readings**

- Johnson, Harry M. (1966). *Sociology: A Systematic Introduction*. Bombay: Allied Francis Publishers Ltd.
- Macionis, John, J. (2011). *Sociology*. New Delhi: Pearson Prentice Hall.
- Beteille, Andre. (2002). *Sociology-Essays on approach & Method*. New Delhi: Oxford University Press.
- Ogburn, William, F., & Nimcoff, M. (1979). *A Handbook of Sociology*. New Delhi: Eurasia Publishing.
- Bottomore, T. (1987). *Sociology: A Guide to Problems and Literature*. London: Allen and Unwin.
- Mac Iver, R.M., & Charles H, Page. (2006). *Society – An Introductory Analysis*. New Delhi: Mac Millan India Ltd
- Giddens, Antony. (2006) *Sociology*. New York: Polity Press.
- Haralambos, M. & Harld, R, M. (1994). *Society-Themes and perspectives*. New Delhi: Oxford University Press.

<b>Semester</b>	<b>II</b>	<b>Type of course</b>	<b>Core 2</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>6</b>

### SG 1244 UNDERSTANDING INDIAN SOCIETY

#### **Aim of the Course**

The course intends to conceptualize Indian society and understand the continuity between then present and the past of Indian society.

#### **Course Outcomes**

1. Comprehend and evaluate the conceptual framework of Indian social system.
2. understand the dynamics of social institutions and applications of different theoretical as well as methodological perspectives of studying Indian Society.
3. Acquaint with contemporary Indian society in terms of caste, class, religion and race.
4. Compile social, economic and cultural features of minorities and other weaker section in India as well as the Constitutional Provision for them.

**Module I: The Structure and Composition of Indian Society:** Communities: villages, towns, cities, rural-urban linkages, Caste through Ages in Indian society, Scheduled Castes, Scheduled Tribe ,Other Backward Castes and Minorities

**Module II: Cultural and Ethnic Diversity:** Diversities in respect of Language, Caste, Religion and Race.

#### **Module III: Theoretical perspectives on Indian society**

Perspectives and its proponents in the study of Indian society: Indological – G.S Ghurye, Structural- M.N Srinivas, Marxian- A.R Desai, Cultural- Yogendra Singh , Subaltern- B.R Ambedkar and Civilizational- N.K Bose

**Module IV: Social Institutions in contemporary Indian society:** Caste: Brahminical and non-Brahminical views, Caste and class linkages, Marriage: Inter-religious dimensions of personal laws, Religion: Religious pluralism and secularism

**Student activity:** *Students can develop contents for disseminating awareness about diversities of Indian society, issues of weaker sections and minorities and Constitutional provisions through documentary, short films, Posters, street shows etc in public platforms*

**Essential Readings**

- Beteille, A. (1981). *Backward Classes and the New Social Order*. Delhi: Oxford University Press.
- David Mandlebaum. (1970). *Society in India*. London: University of California Press.
- Nagla, B.K. (2016). *Indian Sociological Thought*. Delhi: Rawat.
- Patricia Uberoi (Ed). (1993). *Family, Kinship and Marriages in India*. New Delhi: Oxford University Press.
- Ram Ahuja. (1993). *Indian Social System*. New Delhi: Rawat Publications.
- S. C. Dubey. (1990). *Indian Society*. New Delhi: National Book Trust India.
- Singh, Y. (1973). *Modernization of Indian Tradition*. Delhi: Thomson Press.
- Srinivas, M.N. (1966). *Social Change in Modern India*. Bombay: Allied Publishers.
- Srinivas, M.N. (1976). *Nation-Building in Independent India*. Delhi: Oxford University
- Victor S D' Souza. (1981): *Inequality and its Perpetuation: A Theory of Social Stratification*  
New Delhi: Manohar Publications

<b>Semester</b>	<b>II</b>	<b>Type of course</b>	<b>Complementary II</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>3</b>

### **SG 1235.1 INDIVIDUAL AND SOCIAL BEHAVIOUR**

#### **Aim of the Course**

The aim of the course is to introduce nature, methods and concepts in Social Psychology

#### **Course Outcomes**

1. Understanding the basics in Social Psychology
2. Comprehend social behavior and its dynamics
3. Distinguish the different group behaviour and its implications in Social system
4. Improve individual and social behaviour.

#### **Module I: Nature of Social Psychology**

Nature, subject matter and Scope of Social Psychology. Methods of studying of Social Psychology and its importance. Relationship of Social Psychology with Sociology and Psychology

#### **Module II: Group Behavior**

Social group – Characteristics, importance and types – Primary and Secondary and In-group and out-group – Definition, characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumour, Characteristics, types and functions.

#### **Module III: Personality and Social System**

Personality – Meaning and types, Factors affecting personality – Biological, Psychological and Social – Personality traits, Freudian theory of Personality.

#### **Essential Readings**

Adler, A. (1954). Understanding Human Nature. New York: Greenburg Publisher

- Alcock, J., & Sadava, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. Los Angeles: Sage
- Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
- Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall.
- Brehm, S. S., Kassin, S. M., & Fein, S. (2005). *Social psychology*. Houghton Mifflin.
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). New York: Pearson
- Funder, D. C. (2010). *The Personality Puzzle*. New York: W. W. Norton & Company
- Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
- Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2005). *Social psychology: unraveling the mystery*. Boston, MA: Allyn and Bacon.
- Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2015). *Social psychology*. Boston: Pearson.
- Kuppuswamy, B. (1990). *Elements of social psychology*. Delhi: Konark Pub. Pvt. Ltd.
- Lesko, W. A. (2009). *Readings in social psychology: general, classic, and contemporary selections*. Boston, MA: Pearson/Allyn and Bacon.
- Mayer, J. D. (2007). *Readings in Personality Psychology* (1st ed.). New York: Pearson
- Mischel, W.; Shoda, Y. & Smith, R. E. (2004). *Introduction to Personality*. John Wiley & Sons
- Myers, D. G. (2002). *Social Psychology*, 7th ed. McGraw Hill: Int. Education
- Rao Narayana S.. (2002). *Counselling and Guidance*. 2nd ed. New Delhi: Tata McGraw Hill

<b>Semester</b>	<b>III</b>	<b>Type of course</b>	<b>Foundation course II</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>4</b>

## SG 1323 SOCIAL INFORMATICS

### **Aim of the Course**

To update and expand basic informatics skill and attitudes relevant to the emerging knowledge society and also to equip the students to effectively utilize the digital knowledge for their course

### **Course Outcome**

1. Explain the basic concepts and acquire a functional knowledge in the field of informatics.
2. Identify and analyze various ICT-related issues in society
3. Recognize the social issues and concerns in the use of digital technology
4. Develop skills in the use of digital knowledge resources in learning

### **Module I: Basic Concepts**

Computer and peripherals - operating systems and major application software - Informatics & Social Informatics – meaning and characteristics - Difference between IT, ICT's & ITES

### **Module II: IT skill for Higher education**

Internet as a knowledge repository - Academic search techniques - case study of academic websites & study of educational software, academic services- INFLIBNET, NICNET, BRNET, NDL, SWAYAM, Shodaganga, MOOCS

### **Module III: Social Informatics**

Relevance of informatics in society – Health, Governance & Economy Social Cybernetics – meaning and Characteristics - Creating cyber presence – e groups, virtual communities & blogging - Impact of IT on language and culture, localization of issues, Mass media and Globalization, Corporatization of Knowledge, Digital divide, Information overload.

### **Module IV: Cyber Ethics and Cyber Security**

Cyber ethics – Guidelines for Proper Usage of Computers and Internet, e-waste management and Green computing - Cyber issues – Social, economic, psychological & Health - Cyber Security – Cyber Laws –Intellectual property rights, Cyber legislations in India, Cyber Cell.

Note: Expecting only the conceptual level understanding. No detailed account is needed. No Practical examinations

***Student activity:*** Students are advised to create their cyber presence at least in creating web address blog or other activities.

## Pedagogy

The purpose of this course is to introduce ethical, privacy, and legal issues in informatics as well as social research perspectives and literature on the use of information and communication technologies. An effort should be made to reduce the digital divide within the students itself.

## Essential reading

- Evans, A., Martin, K., & Poatsy, M. A. (2006). *Technology in Action*. Pearson / Prentice Hall.
- Fichman, P., Madelyn R., & Rosenbaum, H. (2015). *Social Informatics Evolving*. Morgan & Claypool Publishers.
- Fichman, P., & Rosenbaum, H. (Eds.). (2014). *Social Informatics: Past, Present and Future*. Cambridge Scholars Publishing.
- King, R., Rosenbaum, H., & Sawyer, S. (2005). *Understanding And Communicating Social Informatics: A Framework For Studying And Teaching The Human Contexts Of Information And Communication Technologies*. Information Today.
- Norton, P. (2008). *Introduction to computers*. McGraw-Hill Company Limited.
- Pinter, R. (Ed.). (2008). *Information Society—From Theory to Political Practice*. Gondolat - Uj Mandatum.
- V, Rajaraman. (2018). *Introduction to information Technology*. PHI Learning Private Limited.

## Web resources

- <https://www.inflibnet.ac.in/>
- <https://www.nic.in/nic-net-2/>
- <https://swayam.gov.in/>
- <https://www.mooc.org/>
- <http://www.legalserviceindia.com/legal/article-1019-importance-of-cyber-law-in-india.html>
- <http://vikaspedia.in/e-governance>
- <https://ndl.iitkgp.ac.in/>
- <https://www.genengnews.com/resources/welcome-to-indian-bioresource-network-ibin/>
- <http://www.ibin.gov.in/>

<b>Semester</b>	<b>III</b>	<b>Type of course</b>	<b>Core 3</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>5</b>



## SG 1344 SOCIOLOGICAL THEORIES

### **Aim of the course**

The aim of the course is to make the student aware of the origin, development and foundations of Sociological theories.

### **Course Outcomes**

1. Summarize the philosophical roots of sociological theory
2. Appraise the various contexts that led to the emergence of sociology as a distinctive discipline
3. Describe the classical contributions in sociological theories

### **Module I: Development of Sociological Theory**

Transition from Social thought to Social Philosophy and Sociology. Philosophy of Social Science- Idealism, Realism, Pragmatism, Rationalism and humanism. Science, Modernity and Sociology

### **Module II: Pioneers in Sociological Theory**

Auguste Comte- Positivism: Law of three stages, Hierarchy of sciences, Social statics and social dynamics. Herbert Spencer: Theory of Evolution, Social Darwinism, Organic Analogy

### **Module III: Development of Academic Sociology**

Emile Durkheim–Sociology as study of Social fact, Division of labour, Social Solidarity, Theory of Suicide. Max Weber: Social Action, Ideal types, Power and Authority, Protestant Ethics and Spirit of Capitalism

### **Module IV: Materialistic Interpretation of Society**

Karl Marx: Dialectical Materialism, Historical materialism, Economic determinism, Class and class struggle

***Student activity:** Students are to be formed into groups and each group should be assigned a posture preparation project on each theoretical perspective.*

### **Pedagogy:**

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologists should be kept to the minimum

**Essential Reading**

Raymond Aron, (1965). Main currents in Sociological Thought, Vol1 London, Penguin

Ian Craib (1997). Classical social Theory, Oxford University Press

Morrison Ken (2006). Marx Durkheim, Weber, Sage Publications

Bertn Adams and RASydie, Sociological Theory, Vistar Publications

Nisbert (1967) The Sociological Tradition, London, Heinemann Educational Books Ltd

Ritzer George 1993. Sociological Theory, New York, McGraw Hill,

Turner, Jonathan (1995). The Structure of Sociological Theory, Jaipur, Rawat Publications

Abraham Francis M., An Introduction to Concepts and Theories, New Delhi, Oxford University Press

Abraham & Morgan, Sociological Thought. New Delhi, Macmillan India

<b>Semester</b>	<b>III</b>	<b>Type of course</b>	<b>Complementary III</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>3</b>

### SG 1335 SOCIOLOGY OF AGEING

#### **Aim of the course**

To acquaint the students with the need for addressing the issues and familiarizes with the policies of elderly

#### **Course Outcomes**

1. Recognize the basic concepts in Social Gerontology
2. Identify theoretical perspectives on ageing
3. Categorize major social problems of elderly
4. Cite various social support mechanisms and policies for elderly

#### **Module I: Social Gerontology**

Concepts- Gerontology, Aged, Ageing, Geriatrics, Active ageing. Nature and scope of Gerontology, historical perspective. Ageing process- Biological, Psychological and Sociological. Demographic Profile of Elderly. - Global, National and State level

#### **Module II: Perspective on Ageing**

Biological Theories – wear and Tear Theory, declining Energy theory and Mutation theory. Psychological theories- theory of Loneliness and Theory of Isolation. Sociological Theories- Disengagement theory and Activity theory

#### **Module III: Problem of Elderly and Social support Mechanism**

Physical, Psychological, Social and Economic problems, Schemes and Programmes of elderly, Institutional and Non institutional support,

***Student activity*** :Students are advised to visit at least one old age home in their locality (Spend at least 5 hours) or conduct case studies of old age people relating to problems of aged and their social security measures.

#### **Essential Reading**

Ajay Kumar Sahoo, Gavin and IrudayaRajan (ed) (2009). Sociology of Ageing A Reader, New Delhi: Rawat Publications

- Sarah Harper (2006). Ageing Societies: Myths, Challenges and Opportunities, New Delhi: Hodder Arnold
- KrishnanandSanwal,(2008) Fundamentals of Gerontology, New Delhi : Akansha Publishing ,
- James M H and Robert F A (ed) (2003). Care of the aged: Bio medical ethics reviews Human Press Totowa.
- John B &Shelin (ed). (2003). Ageing in Society. New Delhi: Sage
- Leslie M and Suzanne K (2001). Ageing the social context, New Delhi: Pine Forge Press
- Micheal R R (1991), Evolutionary Biology of Age, OUP , New York
- Phoebe S L &IrudayaRajan (ed)(2005). An Ageing India , Perspective, Prospects and Policies, New Delhi :Rawat publications.
- Bose A B (2006). Social Security for the old: Myth and Reality, New Delhi Concept Publishing Company
- Harry R. M. (1994). Ageing: Concepts and Controversies, New Delhi: Pine Forge Press

<b>Semester</b>	<b>IV</b>	<b>Type of course</b>	<b>Core 4</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>5</b>

### **SG 1443.1 RURAL DEVELOPMENT**

#### **Aim of the course**

The aim of the course is to give an understanding about the rural development policies and programmes

#### **Course Outcomes**

1. Understand and assess the conceptual meaning of rural development.
2. Distinguish the characteristics of rural and urban aspects in social life.
3. Critically evaluate the policies, programmes and strategies for uplifting the rural life comprehensively.
4. Design sustainable Rural Development plans and Interventions models.

#### **Module I: Rural Sociology**

Nature, Scope and significance of Rural Sociology, Rural Urban Differences

#### **Module II: Rural Development- an introduction**

Rural Development- Concept and basic elements, Determinants of rural development, Rural problems in India-Poverty, Indebtedness, Health & Sanitation and Problems of Indian agriculture.

#### **Module III: Rural development: Policies and Programs**

Need for rural development in India. Rural development policies in India. Major RD Programs in India- CDP, IRDP, Mahatma Gandhi NREGS, PMAY (IAY), NRLM

#### **Module IV: Planning for rural development**

Planning-Levels and functions. NitiAyog, State Planning Commission, District Planning Committees Decentralization of planning. Role of Panchayat raj Institutions in Rural Development

**Field visit:** Visit Panchayati Raj institutions in order to understand the programmes and policies undertaken for rural development .

**Student activity:** Students shall be asked to visit a Panchayat/ Local body and study the different levels of planning undertaken for rural Development. They were also encouraged to participate

*in a Gram Sabha meeting to understand its modus operandi.*

### **Essential Reading**

Singh Katar (2009), Rural development Principles Policies and Management ( 3rd edition), New Delhi, Sage publications

Walter Buckley (1967) Sociology and modern system theory , New jersey , Prentice hall

Chitambar JB (2018) Introductory Rural Sociology , New Age

Dunn, Edgar S (1971), Economic and social development . A process of social learning ,

Nath V (2010) Rural Development and Planning in India, New Delhi, Concept Publishing

GopalaKrishnan P & Ramamoorthy (1993), Text Book of Project mnagement , New Delhi, McmillianInida Ltd

Maheshwari SR (1995) Rural Development in India, New Delhi, Sage

Mydral , Gunnar (1957), economic Theory and under developed regions , Mumbai , Vora&coDelhi, Sage publications

Buckley Walter(1967) Sociology and modern system theory , New jersey , Prentice hall

Chitambar JB (2018) Introductory Rural Sociology , New Age

Dunn, Edgar S (1971), Economic and social development. A process of social learning ,

GopalaKrishnan P & Ramamoorthy (1993) , Text Book of Project mnagement , New Delhi, McmillianInida Ltd

Maheshwari SR (1995) Rural Development in India, New Delhi, Sage

Mydral , Gunnar (1957), economic Theory and under developed regions , Mumbai , Vora& co Publishing Pvt Ltd

Desai A.R. (1959) Rural Sociology India, Mumbai, Popular Prakashan

Desai A.R. (1979) Rural India in Transition, Mumbai, Popular Prakashan

Ramakrishna Mukarjee (1957) The dynamics of rural society, Berlin, Academic Verlag

<b>Semester</b>	<b>IV</b>	<b>Type of Course</b>	<b>Core 4</b>
<b>Credit</b>	<b>4</b>	<b>Hours/Week</b>	<b>5</b>

### SG 1443.2 SOCIOLOGY OF MIGRATION

#### **Aim of the Course**

The course intends to conceptualize migration and Diaspora in prevailing context.

#### **Course outcomes**

1. Understand the concepts migration and Diaspora
2. Aware of the factors responsible for migration
3. Analyse theoretical understanding on the process of migration
4. Evaluate the relationships between migration and development in Kerala society.

#### **MODULE I: Basic Concepts**

Migration and Diaspora, Immigration and Emigration, In-migration and Outmigration, Internal migration, Forced migration, Seasonal migration, Rural urban migration, Temporary and Permanent migration, Return migration

#### **MODULE II: Theories and perspectives**

Push and Pull model - Everett S Lee, Laws of migration – Ernst Georg G Ravenstein, Network theory, Transnationalism

#### **MODULE III: Migration and development in Kerala**

Migration from Kerala in colonial and post-colonial eras. Socio-economic impact of Remittances, Changes in household, Consumption, Socio- economic development, Social mobility.

**Student activity:** *Prepare a survey of one migrant community, conduct an ethnographic study on any established diasporic communities.*

#### **Pedagogy**

Migration is one of the three factors of demographic change, the other two being birth and death. So population structure influences migration. Today migration is even more relevant as globalization is the dominant process across the globe of which migration is a significant aspect.

#### **Essential Readings**

Adams W. 1969. *The Brain Drain*. New York: Macmillan  
 Brush, B (2008) "Global nurse migration today" journal of nursing Scholarship, 2008  
 Robin Cohen (1996) *Theories of Migration*, Edward Elgar Publishing,

- Hoerder, Dirk. *Cultures in Contact. World Migrations in the Second Millennium*, Duke University Press, 2002
- Findlay, Alan (2001): From Brain Exchange to Brain Gain: Policy Implications for the UK of Recent Trends in Skilled Migration from Developing Countries, International Migration Programme 43, ILO, Geneva, December.
- Joseph, K V (1988): Migration and Economic Development of Kerala, Mittal Publications, Delhi.
- Mathew, E T and P R G Nair (1978): 'Socio- Economic Characteristics of Emigration and Emigrants, Households: A Case Study of Two Villages in Kerala', *Economic and Political Weekly*, Vol 13(28).
- Prakash, B A (1978): 'Impact of Foreign Remittances: A Case Study of Chavakkad Village in Kerala', *Economic and Political Weekly*, Vol 13(27).



<b>Semester</b>	<b>IV</b>	<b>Type of course</b>	<b>Core 5</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>4</b>

### SG 1444 SOCIAL PSYCHOLOGY

#### Aim of the Course

The aim of the course is to learn basics of Social Psychology , Personality Development and imbibe Leadership Qualities.

#### Course Outcomes

1. Understand the basic concepts in Social Psychology
2. Analyze social behavior and its characteristics
3. comprehend the nature and factors affecting personality and its relation with social system
4. Develop Leadership qualities through internalising individual and social behaviour

#### Module I: Nature of Social Psychology

Nature, subject matter and Scope of Social Psychology. Methods of studying of Social Psychology and its importance. Relationship of Social Psychology with Sociology and Psychology

#### Module II: Group Behavior

Social group – Characteristics, importance and types – Primary and Secondary and In-group and out-group – Definition, characteristics and classifications of Crowd, Audience, Mob, Public Opinion, Prejudice, Rumour, Characteristics, types and functions.

#### Module III: Personality and Social System

Personality – Meaning and types, Factors affecting personality – Biological, Psychological and Social – Personality traits, Freudian theory of Personality.

#### Module IV: Leadership

Leadership: Meaning, Characteristics, Classification and types, Functions of leadership

Student Activity: Develop tool for assessment of personality, group behaviour, leadership quality , conduct surveys on current social issues .

#### Essential Readings

- Adler, A. (1954). *Understanding Human Nature*. New York: Greenburg Publisher
- Alcock, J., & Sadava, S. (2014). *An Introduction to Social Psychology: Global Perspectives*. Los Angeles: Sage
- Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
- Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall.

- Brehm, S. S., Kassin, S. M., & Fein, S. (2005). *Social psychology*. Houghton Mifflin.
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). New York: Pearson
- Funder, D. C. (2010). *The Personality Puzzle*. New York: W. W. Norton & Company
- Gerrig, R. J., & Zimbardo, P. G. (2006). *Psychology and Life* (17th Ed.). New Delhi: Pearson Education.
- Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2005). *Social psychology: unraveling the mystery*. Boston, MA: Allyn and Bacon.
- Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2015). *Social psychology*. Boston: Pearson.
- Kuppuswamy, B. (1990). *Elements of social psychology*. Delhi: Konark Pub. Pvt. Ltd.
- Lesko, W. A. (2009). *Readings in social psychology: general, classic, and contemporary selections*. Boston, MA: Pearson/Allyn and Bacon.
- Mayer, J. D. (2007). *Readings in Personality Psychology* (1st ed.). New York: Pearson
- Mischel, W.; Shoda, Y. & Smith, R. E. (2004). *Introduction to Personality*. John Wiley & Sons
- Myers, D. G. (2002). *Social Psychology*, 7th ed. McGraw Hill: Int. Education
- Rao Narayana S.. (2002). *Counselling and Guidance*. 2nd ed. New Delhi: Tata McGraw Hill

**Credit**            3

**Hrs. / Week**    3

### **SG 1435 WOMEN AND SOCIETY**

#### **Aim of the course**

The aim of the paper is to introduce Sociology of Gender and analysis the conceptual and theoretical perspectives on

#### **Course Outcomes**

1. Understand the basic concepts related with Women studies
2. Analyse the history of women's movements and the historical roots of feminism
3. Acquire the skills to problematize the taken for granted gender bias and prejudices
4. Evaluate and deconstruct the existing gendered social system.

#### **Module I: Introduction to Women's Studies**

Nature, Scope and objectives of women's studies in India. National Committees and Commissions for women, Women's movement in Post Independent India, Women's Studies- An International perspective.

#### **Module II: Concepts and Theoretical Perspectives**

Social construction of Gender, Gender and Sex, Gendering, Patriarchy Liberal feminism – Rationality, Freedom, Marxist feminism – production, reproduction, Class, Alienation, Radical Feminism-gender, patriarchy, reproductive Technology, Socialist feminism – Class and gender, Division of Labor, Exploitation

#### **Module III: Major Issues of Women in Contemporary India**

Issues Related to Female Children: Female feticide, Female infanticide, Child marriage. Issues Related to Women: Dowry, Divorce, Widowhood, Commercial Sex Workers, Domestic violence, Problems of Elderly and Single Women. Issues Related to Marginalized Women: Problems of Dalit and Tribal Women; Devadasis- discrimination and exploitation in the name of tradition. Problems of Women prisoners, Women living with HIV/AIDS and women who are physically and mentally challenged

**Student activity:** *Prepare a research paper with the help of content analysis on violence against women and children*

#### **Pedagogy**

Gender is a category of social analysis and is not just a women's question. It should be treated as a participatory movement to make the world a better place to live in. It should be emphasized that feminism is about power as there are other discourses on power. Examples from the Indian

context should be given from all religious communities, regions, cultures and classes to highlight the position of women under them and also to focus on diversity and difference.

### **Essential Readings**

- Engendering Development (2002). A Co-publication of Oxford Univ Press & World Bank.
- Joan, Z .et al (2008). Kaleidoscope of Gender. Sage: California. (Ch 7)
- Lindsey, L (2011) Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11)
- KamlaBhasin (1994). Patriarchy.NewDelhi:Kali for Women.
- KamlaVasin (1994) Patriarchy, New Delhi: Kali for Women,
- McDowell, L. & Pringle, R. (1992). Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.
- Mead, Margaret .(2001). Male and Female. New York: Harper Collins.
- Nongbri, Tiplut (2003)Development, Ethnicity and Gender: Select Essays on Tribes in India. Delhi and Jaipur: Rawat Publications.
- Mukhopadhyay, Swapna (ed). (2011).The Enigma of Kerala Women. New Delhi:The Social Science Press
- Oakley, Ann. (1976) .The Housewife. UK : Penguin Books.S. Jackson & Jones (Ed). (1988). Contemporary Feminist Theories, Edinburgh: Univ. Press.
- Tong.R, (1989). Feminist Thought, Sydney: Unwin,
- VeenaMajumdar (1985) Emergence of Women's Question in India &The Role of Women's Studies, CWDS Occasional Paper -7.

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 6</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>4</b>

### **SG 1541 GENDER AND SOCIETY**

#### **Aim of the Course**

The course will introduce to the students basic concepts in Gender helps them in understanding the gender attributes and identify and critically approach and analyze gender in daily walks of life and various domains.

#### **Course Outcomes**

1. Identify the key concepts in gender
2. Understand the theoretical perspectives in gender studies.
3. Contemplate gender in Indian Social context
4. Appraise the emerging issues and concerns in gender

#### **Module I: Key Concepts**

Gender, Sex, Patriarchy, Gender Discrimination & Gender Inequality, Femininity & Masculinity- Definition and Attributes, Public- Private Dichotomy, Gender Budgeting, Gender stereotypes, Gender Justice, LGBTQ

#### **Module II: Theoretical Perspectives**

Feminism, evolution of feminist perspectives- Liberal, Marxian, Radical, eco feminism, Psycho analytic, Men's Studies – Meaning and Nature

#### **Module III: Gender in Indian context**

Gender & Family- Gender Socialization, Gender Roles, Gender Division of Labour, Gender & Economy- Feminization of Labour, Glass Ceiling, Women in Un-organized Sector. Challenges of Transgender, Gender & Polity - Women's representation in Politics, Constitutional Safeguards- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal), Act 2013; Dowry Prohibition Act, 1961, Equal Remuneration Act, 1976, Prevention of Domestic Violence Act, 2005, State Policy for Transgenders in Kerala, 2015

Gender & Media violence, Indecent Representation of Women (Prohibition) Act, 1986)

#### **Module IV: Emerging Concerns**

Gender Violence in Family, Workplace and Media, Human Trafficking, LGBT issues

**Student activity:** Visit to Women's Commission Office, Transgender Cell under Social Justice Department of Government of Kerala.

### Essential Readings

- Autobiographies of Transgenders Laxmi, PG Joshi (translator) and R Raj Rao (translator) Me Hijra, Me Laxmi. New Delhi: OUP/ A. Revathi, V. Geetha .(2010). The Truth About Me: A Hijra Life Story. New Delhi: Penguin.
- Chaudhuri, Maitrayee (1996). "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), Social Reforms, Sexuality and the State. New Delhi: Sage. Pp. 211-235 3.
- Dube, Leela. (1992). Women in a Matrilineal Muslim Community. In: Mohini Anjum (Ed). Muslim Women in India. New Delhi: Radiant Publishers.
- Dube, Leela (2001). Anthropological Explorations in Gender- Intersecting fields. New Delhi: Sage Publications.
- Engendering Development. A Co-publication of Oxford University Press & World Bank. 2002.
- Gender Equality and Development.(2012). World Development Report. Washington DC :World Bank .
- Holmes, Mary (2007). What is Gender: A Sociological Approach. London: Sage Publications.
- India, Government of India .(1974). Towards Equality : Report of the Committee on the Status of Women.
- Joan, Z .et al (2008). Kaleidoscope of Gender. Sage: California. (Ch 7) 6. Lindsey, L (2011) Gender Roles: A Sociological Perspective. New Delhi: PHI learning (ch-3,8,10,11)
- Kamla Bhasin (1994). Patriarchy. New Delhi: Kali for Women.
- Mukhopadhyay, Swapna (ed). (2011). The Enigma of Kerala Women. New Delhi: The Social Science Press
- McDowell, L. & Pringle, R. (1992). Defining Women: Social Institutions and Gender Divisions. Cambridge: Blackwell Publishers Inc.
- Mead, Margaret .(2001). Male and Female. New York: Harper Collins. 9. Nongbri, Tiplut (2003) Development, Ethnicity and Gender: Select Essays on Tribes in India. Delhi and Jaipur: Rawat Publications.
- Oakley, Ann. (1976) .The Housewife. UK : Penguin Books.
- Pelleschi, Andrea. Transgender Rights and Issues. USA : Essential Library
- Ryle, R. (2011). Questioning Gender: A Sociological Exploration. New York: Sage.
- Radha Kumar (1998). History of Doing, Kali For Women.
- Robyn, Gale (2012) Questioning gender : Los Angeles: Sage.
- Ray, Kaka (2012). Handbook of Gender, New Delhi: Oxford.
- Rao, Nitya (2008). Good women do not inherit land-Politics, Land and Gender in India. New Delhi: Social Science Press.

State Policy for Transgenders in Kerala, 2015.

<https://kerala.gov.in/documents/10180/46696/State%20Policy%20for%20Transgenders%20in%20Kerala%202015>

S.Jackson& Jones (Ed). (1998).Contemporary Feminist Theories, Edinburgh: Univ Press.

Tong.R (1989) Feminist Thought, Sydney: Unwin.

VeenaMajumdar (1985).Emergence of women"s question in India & the Role of Women"s Studies, CWDS Occasional Paper-7. 1985.

Whelehan, I. &Pilicher, J (2004) .50 Key Concepts in Gender Studies. New Delhi: Sage.

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 7</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>4</b>

## SG1542 STRUCTURE AND TRANSFORMATION OF KERALA SOCIETY

### Aim of the course

The aim of the course is to analyze the structure, development and transformation of Kerala society in a sociological angle

### Course Outcomes

1. Examine the social and cultural history of Kerala society
2. Locate the trajectory of social transformation in Kerala and its implications to the present day society
3. Evaluate the social problems of contemporary Kerala society

**Module I: Antecedents of Kerala Society:** Society and culture in Sangam, Post-Sangam .Impact of Portuguese, Dutch and British rule on Kerala society and culture.

**Module II: Salient Social Institutions:** Structural and functional changes in Family (Tharavad), Marriage (Thalikkettukalyanam), Kinship (Matriliny) Economy (Land reforms), Polity (Civic rights movements) and Religion (Religious harmony)

**Module III: Social transformation in Kerala:** Caste as a social evil, Anti-caste and anti-untouchability movements - SreeNarayana Guru, Ayyankali, Chattambiswamikal, Vaikom and GuruvayoorSathyagraha, Temple entry Proclamation .

**MODULE IV. Contemporary Kerala Society:** Demographic transition, Environmental issues, Becoming a consumer state, Marginalized sections and struggles for land, Violence against women. Issues relating to migrant labor

### *Pedagogy*

While analyzing Kerala society emphasis should be laid on to assist the students in recollecting the social and cultural history of Kerala society in a sociological angle. For effective teaching and meaningful leaning illustrations may be drawn from relevant empirical studies, novels and cinema. To familiarize the students the major social transformation in Kerala and its implications in present society, the articles written in academic journals and popular Malayalam journals can be used contemporary social issue in Kerala and its causes and consequences in the form of a seminar paper or assignment

### Essential Readings



- Vilanilam J.V.. 2012. Introduction to Kerala Studies. New Jersey: IISAC.
- Swapna Mukhopadhyay. 2007. The Enigma of Kerala Women. New Delhi: Social Science Press.
- Oommen M.A. 1999. Rethinking Development. New Delhi: Concept Publishing company.
- Joseph Tharamangalam. 2006. Kerala: the paradoxes of public action and development. New Delhi: Orient Longman.
- Kunjanpillai Elamkulam. 2005. Thiranjeduthakrithikal. Kerala University
- Kerala Development Report, 2005, State Planning Board, Thiruvananthapuram
- Kujan Pillai, Elamkulam. P.N, 1970, Studies in Kerala History, Thiruvananthapuram
- Menon, Padmanabha, K.P. 1933, *History of Kerala*, Vol III, Ernakulam, Cochin Government Press.
- Menon, Sreedhara, A. 2008 (Revised edition). *A Survey of Kerala History*, Kottayam, DC Books,
- Varghese T.C., Agrarian change and economic consequences of land tenure in Kerala 1850-1960. Delhi Allied Publications
- Panickar, K.M, 1965, *A History of Kerala*, Madras, Commercial Printing and Publishing House,
- Narayanan, M.G.S. 1972. *Cultural Symbiosis in Kerala* Thiruvananthapuram, Kerala Historical Society,
- William, Logan, 1981. *Malabar*, Thiruvananthapuram, The Chaithram Publications,
- Oommen MA, Land reforms and socio economic change in Kerala, Christian Institute for the study of religion and society
- Saradamony, Emergence of a slave caste, Peoples Publishing House
- Rao MSA, Social Movements and social Transformation: A study of two backward class movements in India, McMillan

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 8</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>4</b>

### **SG 1543.1 URBAN PLANNING AND DEVELOPMENT**

#### **Aim of the course**

The Course aims to familiarize the students with the key concepts and approaches in Urban Sociology and thereby develop an understanding of Urban planning and development with special emphasis on trends and implications of urbanization in India..

#### **Course Outcomes**

1. Describe the key concepts in Urban Sociology
2. Discuss the sociological perspectives on urban social life
3. Explain urbanization, urban communities, and urban problems.
4. Assess the relevance of urban planning and development

#### **Module I: Nature and Scope of Urban Sociology**

Development, Meaning, Nature and Scope. Definition and concepts- Urban Sociology: - Urban, Urbanism, Urbanization, Suburb, Metro Cities, Metropolis, Megalopolis. Emerging trends in

Urbanization, Factors of Urbanization. Urbanization in India: Classification of urban centers in India.

### **Module II: Approaches to Urbanization and Urban Development**

Robert Park – The City as ecological community. Louis Wirth – ‘Urbanism as a way of life. Redfield Rural-Urban Continuum. Ernest Burges – Concentric zone theory. Harris and Ullman – multiple nuclei theory. Hoyt- Sector Theory

### **Module III Socio-Economic Implications of Urbanization**

Sociological dimensions of Urbanization, Features of Urban family and neighborhood relations- Anonymity and formality, Gated community. Role of Residence Associations Urban poverty, Housing and Slums, Crime and Urban Violence, Pollution, urban waste management.

### **Module IV: Planning of Urban Spaces**

Introduction to urban planning. Need importance and strategies of urban planning. Levels of planning. Role of Sociologists in urban planning

**Student activity:** *Students shall be asked to visit nearby corporation/municipality and to gain an understanding of urban planning and development.*

### **Pedagogy**

Key concepts in Urban Sociology may be introduced with special reference on the urban spaces of contemporary India. While teaching the approaches and perspectives in Urban Sociology, students may be enlightened on the modalities of Urban Development.

### **Essential Readings**

- Rao, M.S.A. (ed.) (1991). *A Reader in Urban Sociology*. New Delhi: Orient Longman.
- Sandhu, R.S. (2003). *Urbanization in India: Sociological Contributions*. New Delhi: Sage.
- Shivaramakrishnan, K.C., Amitabh, Kundu and B.N, Singh. (2005). *Oxford Hand Book of Urbanization in India*. New Delhi: Oxford University Press.
- World Resource Institute. (1997). *World Resources, A Guide to Urban Environment*. New York: Oxford University Press.
- Bose, A. (1978). *India's Urbanization: 1901-2001*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Shukla, Vibhooti and Kirit, S. Parikh. (1992), The Environmental Consequences of Urban Growth. *Urban Geography*, Vol. 5.
- Gist, N.P. and Sylvia, F. Fava, (1974). *Urban Society*. New York: Thomas Y. Crowell Company.
- Redfield, Robert. (1952) The Folk Society, *American Sociological Review*, January 1947 cited from *American Sociological Review*, Vol. 17(5).

- Alfred D' Souza. (1978). *The Indian City; Poverty, Ecology and Urban development*. New Delhi: Manohar
- Quinn, J. A (1955). *Urban Sociology*. New Delhi: S Chand & Co.
- Pickwance, C. G (ed). (1976). *Urban Sociology*. Critical Essays. Methuen.
- Bose, Ashish. (1978). *Studies in India: Urbanization 1901-1971*. Tata McGraw Hill.
- Abrahamson, M. (1976). *Urban Sociology*. Englewoot, Prentice Hall.
- Ronnan, Paddison, (2001). *Handbook of Urban Studies*. California: Sage Publications
- Bharadwaj, R.K. (1974). *Urban Development in India*. National Publishing House.
- Gold, Harry. (1982). *Sociology of Urban Life*. Prentice Hall, Englewood Cliff.
- Colling, Worth, J. b (1972). *Problems of Urban Society*. Vol. 2. George and Unwin Ltd.
- Desai, A. R and Pillai, S. D (ed) (1970) *Slums and Urbanization*. Bombay: Popular Prakashan,
- Castells, M (1977). *The Urban Question*. London: Edward Arnold.
- Ramachandran, R. (1991) *Urbanisation and Urban Systems in India*. Delhi: OUP

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 10</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>4</b>

### **SG 1545.1 SOCIOLOGY OF DEVELOPMENT**

#### **Aim of the Course**

The course intends to expose the students of the development processes going on in the global context and its implications in developing countries

#### **Course Outcomes**

1. State the various concepts of social development
2. Summarize the theoretical perspectives of development
3. Analyze the role of international agencies in global scenario of development

#### **Module I: Concepts of Development**

Social Change, Progress, Growth, Social Development, Economic Development, Human Development, Gender development, Sustainable Development. Participatory development

### **Module II: Theories of Development**

Modernization Theory - Rostow, Dependency Theory – Immanuel Wallenstein, Gandhian Development Model

### **Module III: Global Scenario of Development**

Global inequalities in Development – Developed and Underdeveloped Nations. Colonialism and emergence of World Capitalism. Role of WTO, World Bank, IMF, ILO, UNDP, Consequences of Capitalistic Development in the third world countries. Recent trends in understanding development- Quality of life, Wellbeing and Happiness index.

**Pedagogy:** Based on latest Human Development Report (UNDP) compare the development indicators of any ten countries including India, Find out reason for development and underdevelopment in these countries based on Development theories and models.

### **Essential reading**

- Abraham. M.F (1990) *Modern Sociological Theory: An Introduction*. New Delhi: OUP
- Amin Samir. (1979) *Unequal Development*. New Delhi: OUP
- Appadurai Arjun. (1997) *Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: OUP
- Dasgupta Biplab. (2005) *Globalization. India's Adjustment Experience*. New Delhi: Sage.
- Dereze Jean and Sen Amartya. (1996) *India: Economic Development and Social Opportunity*. New Delhi: OUP.
- Haq Mahbub UL. (1991) *Reflections on Human Development*. New Delhi: OUP
- Hoogvelt Ankie. (1998) *The Sociology of Development*. London: Macmillan.
- Koshy Ninan (ed). (2002) *Globalization. The Imperial Thrust of Modernity*. Mumbai: Vikas Adhyayan Kendra.
- Moor Wilbert and Robert Cook. (1967) *Social Change*. New Delhi: Prentice-Hall (India)
- Navdanya. (2007) *Corporate Hijack of Land*. New Delhi: Navdanya.
- Preston P.W. (1996) *Development Theory: An Introduction*. Blackwell: OUP
- Sharma SL. (1986) *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.
- Sikdar Soumyn. (2002) *Contemporary Issues in Globalization*. New Delhi: OUP
- Srinivas M.N. (1966) *Social Change in Modern India*. Berkley: University of Berkley.
- Srivastava S.P (1998) *The Development Debate*. Jaipur: Rawat Publications
- Sudan Falendra K. (2005) *Globalization and Liberalization. Nature and Consequences*. New Delhi: Serials Publications.
- UNDP. (2002) *Human Development Report*. New York: OUP
- Wallerstein Immanuel. (1974) *The Modern World System*. New York: OUP

Thomas Issac & Richard W Franke , (2000) Local Development and Planning New Delhi:  
Leftword Books

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 9</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>4</b>

### **SG 1544 RESEARCH METHODOLOGY**

#### **Aim of the course**

The aim of the course is to make the students aware of the social research methods.

#### **Course Outcomes**

1. Define the fundamentals of social research and its applications
2. Explain the scientific nature of research and various steps involved in it
3. Identify the various tools, techniques and methods of data collection
4. Indicate the role of statistics in social research

#### **Module I: Fundamentals of Social Research**

Social Science Research – Meaning and purpose, Types of research – pure, applied and action research, Difference between methodology and methods, Scientific method, Challenges in Social Research – subjectivity and objectivity, Ethical issues in Social Research.

### **Module II: Methods & Techniques in Quantitative and Qualitative Research**

Qualitative Research – Ethnography and Participant Observation, Structured and Unstructured interviews, Focus Group Discussions, Case Studies and Oral Narratives, Quantitative Research – Social Survey, Population and sample. Sampling Techniques.

### **Module III: Steps in Social Research**

Formulation of Research problem – Steps, Literature Review, Objectives, Concepts, Variables, Formulation of Hypothesis, Research Design – Types, Data Collection – Types of Data – Primary and Secondary. Tools of Primary data collection – Questionnaire, Interview Schedule Methods – Sampling and Census, Data Analysis, Report Writing

### **Module IV: Role of Statistics in Social Research**

Definition, Nature and Scope of Statistics, Use of Statistical methods in Social Research, Classification and Tabulation of data, Diagrammatic and Graphical Representations, Context of using measures of Central Tendencies and Measures of Dispersion.

**Student activity:** *Students shall be asked to prepare a model project proposal following the different steps in social research and review at least two research reports based on its research methodology*

### **Pedagogy**

The purpose of the course is to train students as good researchers and investigators. The uses of techniques and methods have to be understood along with the perspective that governs research. An effort should be made to distinguish between techniques and methods.

### **Essential Readings**

Ahuja, Ram (2006), Research Methods, New Delhi Rawat Publications.

Clarie, S. Marie Jahoda, Morton Deutsch and Stuart W Cooke, (1962). Research Methods in Social Sciences, New York, Molt, Reinchart and Whinstone.

Kerlington, F N (1983), Foundation of Behavior Research, New Delhi, Surjeet Publications

Godde, WJ & Hatt, P.K (1981), Methods in Social Research, New York McGraw Hill

Bajpai S R, (1967) of Social Survey and Research, George Allen and Unwin

Bryman, Alan, (1988) Quality and Quantity in Social Research, London: Unwin Hyman

Garret Henry, (1981) Statistics in Psychology and Education. David Mckay. Indian Publication – Mrs. A.F. Sheikh for Vakils, Bombay, Tenth Reprint

Jayaram, N, (1989) Sociology: Methods and Theory, Madras: MacMillan

- Kothari, C.R. (1989) Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern
- Punch, Keith. (1996) Introduction to Social Research, London: Sage

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 10</b>
<b>Credit</b>	<b>3</b>	<b>Hrs/ Week</b>	<b>3</b>

### **SG 1545.1 SOCIOLOGY OF DISASTER MANAGEMENT**

#### **Aim of the Course**

Types of disasters, disaster preparedness, disaster mitigation and management of disasters and make them aware of the sociological dimensions of disaster management.

#### **Course Outcomes**

1. Describe disasters and its types
2. Identify the sociological dimensions of disasters and disaster management
3. Develop skill for disaster mitigation and preparedness
4. Discuss the policies and agencies of disaster management in national and state context



### **Module I: Introduction to Disasters**

Disaster- Meaning, definition. Types- Natural Disasters- Flood, Cyclone, Earth Quake, Draught, Land slide, Tsunami

Manmade disasters- Industrial accidents, nuclear disasters, accidents, structural failures, war, terrorism, biological disasters- COVID 19

### **Module II: Sociology of Disasters**

Socially created disasters, Development induced disaster, Disaster and Class, Disasters and vulnerable sections, Disaster and gender, Role of NGOs and civil society in disaster management

### **Module III: Disaster Management**

Disaster Mitigation, awareness and preparedness, risk management, crisis management, components of disaster management, disaster management cycle, Disaster Management in health care sector - case study with reference to COVID 19 in national, state and regional context.

### **Module IV: Disaster Management in Indian and Kerala Context**

National Policy on Disaster Management, Disaster Management Act 2005, organisational structure of disaster management agencies-NDMA, SDMA, NDRF, Kerala SDRF, Role of state government, local bodies, NGOs and inter-governmental agencies in disaster management with respect to 2018 flood and COVID 19. Community engagement and disaster management.

***Field visit:** Visit to any disaster affected areas in order to get a first hand information about nature and intensity of the disaster and to analyse various disaster management measures and programs implemented in the area.*

***Student Activity:** Identify the possible risks in any area and find out the risk preparedness and awareness among people by conducting field visits and surveys. Visit and interact with the agencies and persons working in the field of disaster management.*

### **Essential Reading**

Gole S.L (2007) Disaster Administration and management Text and case studies'. New Delhi, Deep & Deep publication

Gandhi P.T (2007) 'Disaster mitigation and management post Tsunami perspectives'. New Delhi, Deep & Deep publication

Ghosh G.K (2006), 'Disaster management' APH publishing corporation six volumes.

Shiv Visvanathan Bhopal: The Imagination of a Disaster, Alternatives (1986), II, pp. 147-65.

SenAmartya (1981), Poverty and Famines New Delhi,OUP

Cutter, S. (1995). Race, class, and environmental justice. Progress in Human Geography, 19, 107-118.

- Drabek, T.E. (1986). *Human System Responses to Disaster: An Inventory of Sociological Findings*. New York: Springer-Verlag.
- Drabek, T.E. (2004). *Social dimensions of disaster* (2nd Ed.). Emmitsburg, MD: Emergency Management Institute, Federal Emergency Management Agency.
- Dynes, R.R. (1988). Cross-cultural international research: Sociology and disaster. *International Journal of Mass Emergencies and Disasters*, 6(2), 101–129.
- Dynes, R.R. (1993). Disaster reduction: The importance of adequate assumptions about Social organization. *Sociological Spectrum*, 13, 175–192.
- Form, William H and Sigmund Nosow (1958), *Community in Disaster*, Harper and Brothers Publishers, New York
- Oliver-Smith, A. (1996) 'Anthropological Research on Hazards and Disasters.' *Annual Review of Anthropology*, 25:303–328.
- Parida, P.K. (2008) 'Super Cyclone Affected Coastal Orissa: A Social Vulnerability Approach', *Review of Development and Change*, Vol. XIII, No. 2, pp. 159 – 180.
- Quarantelli, E. (1989). 'Conceptualizing Disaster from a Sociological Perspective.' *International Journal of Mass Emergencies and Disasters*, 7:243–251.
- Govt. of India: National Disaster Response Plan, 2001
- ModhSatis : Citizen's Guide to Disaster Management
- Parasuram, s &Unnikrishnan, PV: *India Disaster Report: Towards a Policy Initiatives*
- Pelling Mark (ed): *Natural Disasters and Developemnt in a Globalizing World*
- Singh, R, S (Ed): *Natural Hazards and Disaster Managemet: Vulnerability and Mitigation*
- Taori Kamal (2005) : *Disaster Managemen through Panchayati Raj*, New Delhi, Concept Publishing
- Cuny F (1983) *Development and Disasters*, OUP
- Government of India, 2009. *National Disaster Management Policy*,
- Govt. of India: *Disaster Management Act 2005*, Government of India, New Delhi.
- Kapur, Anu& others, (2005): *Disasters in India Studies of grim reality*, Rawat Publishers, Jaipur
- UNISDR (2002) *Natural Disasters and Sustainable Development: Understanding the links between Development, Environment and Natural Disasters*, Background

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Core 10</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>3</b>

### **SG 1545.2 ENVIRONMENTAL SOCIOLOGY**

#### **Aim of the Course:**

To study the basic issues and challenges in environmental sustainability and develop an environmental friendly perspective and practices in life

#### **Course outcome**

1. Locate the various environmental issues
2. Identify the theoretical foundations in environmental studies
3. Understand how developmental programmes affect the existence of human life
4. Evaluate environmental movements and efforts at environmental conservation

### **Module I: Environmental Sociology**

Origin, Definition, scope, importance of environmental Sociology. Social ecology and its major categories. Use and abuse of the natural resources and bio diversity conservation

### **Module II: Theoretical foundations of environmental sociology**

Views of Durkheim, Weber and Marx. Religious views – Hinduism, Christianity and Islam

### **Module III: Environmental issues**

Issues pertaining to water, air, soil, nuclear hazards, solid waste, sanitation, e-waste, Development Induced Displacement, Global warming, climate change. Ozone depletion

### **Module IV: Global Environmental Issues and Environmental Movements in India**

International cooperation, Earth summit, Kyoto protocol. Major environmental movements in India and Kerala – Narmada BachoAndolan, Chipko Movement , Appiko Movement, Save Silent valley , Plachimada Agitation .

**Field Visit/ Student Activity:** - *Students are advised to collect data on the origin, nature, ideology and outcome of an environmental movement in India and submit report/visit any disaster prone zone are of your locality and submit the report*

**Pedagogy:** - while analyzing Environment and society, emphasis should be laid on to assist the students in recollecting the social and cultural issues and impacts of environment in sociological angle. For effective teaching and meaningful leaning illustrations may be drawn from relevant empirical studies, novels and cinema. To familiarize the students the major social and ecological issues and prospects in present society, the articles written in academic journals and popular journals can be used contemporary environmental issue in Kerala and India and its causes and consequences in the form of a seminar paper or assignment

### **Essential readings**

Arnold, David and Guha, Ramchandra, (eds.): Nature, Culture and Imperialism, New Delhi: Oxford University Press, 1955.

Baviskar, Amita : In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, OUP, Delhi, 1997.

Bhattacharyya Sukanta. 2014. Environemntal Sociology: Indian perspective, Levant Books Delhi: Agricole.

Gadgil, Madhav and Guha, Ramchandra: Ecology and Equity: The use and Abuse of Nature in Contemporary India, New Delhi: Oxford University Press, 1996, pp.9-191.

Ghai, Dharam (ed.) 1994, Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.

- Giddens, Anthony. 1996 “Global Problems and Ecological Crisis” in Introduction to Sociology. 2nd Edition. New York: W.W. Norton and Co.
- John Hannigan, Environmental Sociology, Taylor and Francis, 2014
- Katyal, Jimmy and M.Satake 1989, Environmental Pollution, New Delhi: Anmol Publications.
- King Lesile, McCarthy Deboth, Auriffeille (Ed). Environmental Sociology, From Analysis to Action, 2014, Rowman & Littlefield Publishers
- Mehta S.R. (ed) 1997, Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.
- Merchant Carolyn: Ecology: Key Concepts in Critical Theory, Humanities Press, New
- Michael Redclift, 1984, Development and the Environmental Crisis, MeheunCo.Ltd. Munshi, Indra.
- Robe White (2004) Controversies in Environmental Sociology, Cambridge University Press, 2004
- Schnaiberg Allan, 1980, The Environment, Oxford University Press. N.Y.
- Shardha Singh & Manisha Shukla (2005), Environmental studies. AITBS Publishers Delhi, 2005
- Shiva, Vandana: Staying Alive Women. Ecology and Survival in India, New Delhi: Kali for Women Press, 1988, pp.1-37, 218-228.
- Shiva. Vandana 1991 Ecology and the Politics of Survival: Conflicts over Natural resources in India. New Delhi: Sage Publications.
- Singh, Gian 1991, Environmental Deterioration in India: Causes and Control, New
- UNDP, 1987, Sustainable Development : World commission On Environment and World Commission on Environment and Development, 1987.

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Open Course</b>
<b>Credit</b>	<b>2</b>	<b>Hrs. / Week</b>	<b>3</b>

### **SG 1551.1 LIFE SKILL EDUCATION**

#### **Aim of the Course**

The aim of the course is to introduce Life Skill Education and to impart various skills soft skills for day-to-day life

#### **Course Outcomes**

1. Identify the importance of Life Skill Education
2. Discuss different elements of soft skills

3. Relate life skills in enhancing capabilities
4. Associate personality with social system

### **Module I: Introduction to Life Skill Education**

Definition and scope of life skill, Life Skill education, Approach of Amartya Sen. Four pillars of Life Skill Education – Learning to know, learning to be, learning to live together, learning to do, Enhancing capabilities through life skill education. Ten core life skills laid down by WHO.

### **Module II: Soft Skill Development**

Types of Skills- Soft skill, hard skill Elements – communication Skill, Critical thinking and Problem Solving, Team Work, Management, Professional Skills, Ethical and Moral values, Leadership skills – Importance and the need for the promotion of soft skill, competency matrix, techniques to improve Soft Skills, Hard Skills and its importance.

### **Module III: Self and Society**

Self, Self-esteem, Self-control, Intelligence- IQ and EQ, Personality and its determinants – Physical, Psychological and social. Adjustment- mature personality, integrated personality. Personality disorders and its types. Conflict resolution, Positive thinking and Assertiveness

### **Essential Readings**

Abernathy,R and Reardom (2002) Hot tips for Teachers, Zephyr Press.

AmartyaSen (1999). Development as Freedom, Oxford University Press

Anna Maria Hoffman; AM Hoffman@Unesco.org

Behm,CA People Skills, The Core of Performance Improvement, International Performance Improvement Network News Letter 29,p1-11

Delors Jacques, Learning; The Treasures within, UNESCO, Paris

Abraham Vijayan and Sunil Kumar (2012) Introduction to Life Skill Education, ISDA Publications.

Kakkar SB, Educational Psychology, New Delhi, PHI

World Development Report (2007)

WHO, Partners in Life Skill Education, Geneva, [www.unesco.org](http://www.unesco.org)

<b>Semester</b>	<b>V</b>	<b>Type of course</b>	<b>Open course</b>
<b>Credit</b>	<b>2</b>	<b>Hrs. / Week</b>	<b>3</b>

### **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. Recognize the basic idea of mass communication and different types of media and communication
2. Understand the different theories of mass media and communication

### 3. 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**

McLuhan'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/Author (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, Stuart (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.

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Core 11</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>5</b>

### **SG 1641 SOCIAL GERONTOLOGY**

**Aim of the Course:** To develop an understanding about the concepts, perspectives and problems of ageing as well as importance of Social Gerontology as a discipline in support of the elderly.

#### **Course Outcomes**

1. Understand Social Gerontology as a Discipline

2. Aware about the various concepts and perspectives on ageing
3. Acquire skills to analyse the problems of elderly providing a better scope for Intergenerational Solidarity
4. Evaluate the various provisions and programmes for elderly in India

### **Module I: Introduction to Social Gerontology**

Emergence, Nature & Scope of Social Gerontology. Major Concepts in Gerontology- Gerontology Social Gerontology, Bio-Gerontology, Geriatrics, Age, Ageism, Age Identity, Age Stereotype, Cohort, Assisted living, Types of ageing:- Positive, Proximal, Productive, Passive, Active and Successful ageing, Filial responsibility, Intergenerational practice.

### **Module II: Perspectives on Ageing**

Ageing process- Biological, Psychological and Sociological. Biological Theories –Mutation theory. Psychological theory -Theory of loneliness. Sociological Theories- Disengagement Theory. Life Course Perspective. Intergenerational Solidarity Perspective :Vern Bengtson.

### **Module III: Problems of Elderly**

Demographic Profile of Elderly. - Global, National and State level. Problems of the aged- Physical, Psychological, Economic and Social problems- Elderly Abuse and Types of abuses. Empty nest Syndrome, Detached Attachment, Digital divide, Social Exclusion, Euthanasia. Problems of Elderly under institutional and home care, Elderly facing morbidity, disability and disasters.

### **Module IV**

#### **Care & Support Mechanisms for Elderly**

Govt policies and programmes for the welfare of elderly. Constitutional Provisions and Legislations; Maintenance and welfare of parents and senior citizens Act, 2019. Role of family, Peer-group, NGOs and other Alternative Support Mechanisms. Neighbourhood relationships Structure and Functions of Old age homes in India, Role of Pakalveedu. NGO initiatives.

#### ***Student Activity:***

*Students are advised to prepare a report after visiting an old age home in their locality (Spend at least 5 hours) or conduct case studies of elderly people relating to problems of aged and the social security measures/support mechanisms availed by them .*

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Core 12</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>5</b>

### **SG 1641 Constitution and Society**

#### **Aim of the course**

The course intend to familiarize the students with the Constitution of India and its key concepts.

#### **Course Outcomes**

1. Recognise the importance of democratic values
2. Identify the basic principles underlying in Indian Constitution

3. Develop desirable attitude to Indian Diversities
4. Describe multiple aspects of Indian socio-political system.

### **Module I: The Constituent Assembly and the working of Constitution**

Philosophy of the Constitution – sources of the various constitutional provisions. The Preamble, and Features of the Constitution. Fundamental Rights, Directive Principles and Fundamental duties.

### **Module II: Organs of Government**

The Legislature: Parliament – Lok Sabha and Rajya Sabha. The Executive: President of India and Prime Minister and council of ministers. The Judiciary: Features of judicial system in India. Supreme Court – Structure and jurisdiction. High Court – Structure and jurisdiction

### **Module III: Federalism and Decentralization**

Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules.

### **Module IV: Panchayati Raj institutions and Municipalities**

Panchayati Raj institutions and Municipalities - Structure and functions. 73rd and 74th amendments. Citizen oriented measures – RTI and PIL – Provisions and significance.

### **Student Activity:**

Organize and participate in programmes involving talks, discussions, debates and quiz based on Indian Constitution;

Visit or watch parliamentary proceedings in Legislative assembly/ local self governments.

### **READING LIST**

Constitution of India (Full Text), India.gov.in., National Portal of India,  
[https://www.india.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)

Basu, D.D. (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.

Sikri, S.L.(2002), “Indian Government and Politics”, New Delhi: Kalyani Publishers.

Bakshi, P.M.(2015), “The Constitution of India”, Delhi: Universal Law Pub. Co. Pvt. Ltd.

Choudhry, Sujit et al.(eds) (2016), ‘The Oxford Handbook of the Indian Constitution’, UK: Oxford University Press.

Raghunandan, J. R (2012) Decentralization and local governments: The Indian Experience, Orient Black Swan, New Delhi.

Jayal, N.G. &PratapBhanuMehta(eds.)(2010), “ The Oxford Companion to Politics in India”, New Delhi: Oxford University Press.

Mohapatra, Anil Kumar et al.(eds.)(2016), ‘Federalism in India: Issues and Dimensions’, New Delhi: Kunal Books.

Bhuyan, Dasarathy (2016), ‘Constitutional Government and Democracy in India’, Cuttack: KitabMahal.

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Core 13</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>5</b>

### **SG 1643.1 SOCIAL STRATIFICATION**

#### **Aim of the course**

The aim of the course is to make the student aware of the stratification in the society.

#### **Course Outcomes**

1. Understand the scope, definition, types and aspects of Social Stratification.
2. Identify emerging social problems and differentiations in sociological perspective.

3. Analyze the impact of social stratification in globalized society and evaluate multiple views related with this
4. Develop an understanding about the theoretical approaches towards stratifications studies

### **Module I: Social Stratification**

Meaning, definition, characteristics, types, functions of social stratification and social mobility.

### **Module II: Forms of Stratification**

Gender, Slavery, Estate, Caste and Class

### **Module III: Approaches and studies of Stratification.**

Functionalist Views - Parsons, Kingsely Davis and Moore, Melvin Tumin . Dialectical View

Karl Marx. Views of M. N Srinivas – Dominant Caste and Mobility. Andre Beteille – Caste Class and Power.

### **Module IV: Emerging Inequalities**

Agrarian social stratification and land based inequality. Recent trends and impact of globalization. Urban development and new forms of social inequalities. Digital divide

**Student Activity:** *Inequalities / discrimination may be studied through case studies/ field work and a report may be submitted on the basis of the same.*

### **Pedagogy**

Social stratification aspects in society may be introduced with special emphasis on the forms of stratification found in historic times as well as in contemporary Indian society. Illustrations drawn from the field works of eminent sociologists would help in effective teaching and learning.

### **Essential readings**

- Sharma, K. L. (2006). *Social Stratification and Mobility*. Jaipur: Rawat Publications
- Sharma, K. L. (1997). *Social stratification in India: Issues and Themes*. University of Michigan: Sage Publications
- Dipankar, Gupta (ed).(1992). *Social stratification*. New Delhi: Oxford University Press
- Harlambos, M. (1997). *Sociology, Themes and Perceptive*, New Delhi: Oxford university press
- Jeffrey, Alexander.,Kenneth, Thompson., & Laura, D. Edles. (2011). *Contemporary Introduction to Sociology: Culture and Society in Transition* , London: Paradigm Publications
- Abraham, Vijayan. (1988). *Caste Class and Agrarian relations* , New Delhi: Inland Reliance Publishing company,
- Anil, Bhatt. (1975). *Caste, Class and Politics: A empirical Profile of Social stratification in Modern India*. New Delhi: Manohar Book Service

- Andre, Beteille. (1971). *Caste Class and Power: Changing Patterns of Stratification in a Tanjore Village*. New York: University of California Press
- Andre, Beteille. (1974). *Studies in Agrarian Social Structure*. New Delhi: Oxford University Press
- Pradeep Kumar, Bose. (1984). *Classes in Rural Society*. New Delhi: Ajanta Publications
- Louis Dumont,(1988). *Homo Hierarchicus: The Caste System and its Implications*. New Delhi: Oxford University Press

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Core 13</b>
<b>Credit</b>	<b>4</b>	<b>Hrs. / Week</b>	<b>5</b>

### **SG 1643.2 SOCIAL WELFARE ADMINISTRATION**

#### **Aim of the course**

The aim of the course is to make the student aware of the concepts and agencies of social welfare administration and social policy

#### **Course Outcomes**

1. Acquire knowledge about various dimensions of social welfare administration
2. Analyze about the major social welfare programmes and agencies
3. Evaluate social policy and social legislations in India and appraise its significance and implications to the welfare of citizens

### **Module I: Meaning of Social Welfare Administration**

Social welfare administration: Concept, Meaning, Definition Nature and Scope. Needs, Objectives, Principles, functions and Social welfare administration at national, state and local level. Importance of social welfare administration in India.

### **Module II: Agencies of Social Welfare**

Social welfare programme and agencies: Evolution of social welfare in India; Social welfare agencies; meaning, definition, types and model of NGO's; Role of NGOs in national development, governmental schemes on social welfare, Central social welfare board. Social welfare agencies in India.

### **Module III: Social Policy and Weaker Sections**

Social policy: Definition, need, evolution and constitution base; sources and instrument of social policy. Policies regarding other backward castes (OBCs), scheduled castes (SCs), scheduled tribes (STs). Policies and programmes for women, children, aged and handicapped. Development and implementation of programme for weaker sections, Welfare of the weaker sections.

### **Module IV: Social legislations and Social welfare**

Social Welfare legislation: Meaning, Definition, importance of social welfare and social legislation, social legislation as an instrument of social change, Limitations of social legislation. Constitutional provisions - Fundamental rights and Directive principles of State policy; Social legislations for weaker sections

***Student activity:** students are advised to conduct a study among their neighborhood about the social welfare and social security measures given by government and NGOs and present the findings in the class room.*

### **Essential Readings**

- Bose A.B. Social Welfare Planning in India, U.N. Publishers, Bangkok  
 Coudry, Paul. (1993) Handbook on Social Welfare Atma Ram & Sons, Delhi  
 Dension D & chairman, Valeeries, Social Policy and Administration, George Allan and Unwin, London.  
 Dubey S.N Administration of Social Welfare Programmes in India, Somaiya Publishers, Bombay.  
 Moser, Caroline O.N. (1994) Gender Planning and Develoment; Theory, Practice and Training, London; Routledge



- Planning Commission (1984) Report of the Working Group on District Planning, Vol.1.New Delhi: Government of India
- Planning Commission (1985) Report of the Working Group on District Planning, Vol.2.New Delhi: Government of India
- Rondinelli, Dennis S, Planning Development Projects, Pennsylvania: Dowden, Hutchinson and Ross, Inc.

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Core 14</b>
<b>Credit</b>	<b>3</b>	<b>Hrs. / Week</b>	<b>4</b>

### **SG 1644 SOCIAL ANTHROPOLOGY**

#### **Aim of the Course**

This course intends to familiarize the students about the discipline of anthropology in general and social anthropology in particular. The first module of the course in this connection offers an overview about the origin and development of social anthropology in 19<sup>th</sup> century. The second module of the course looked at different methods used in social anthropological researches.

Being one of the major research area of social anthropological researches, the course in its third and fourth module familiarize students about ethnic communities, their features, problems and state policies for tribes in India.

### **Course Outcomes**

1. Comprehend the basics of social anthropology as a discipline
2. Understand the different methods adopted in social anthropology
3. Familiarize the social and cultural life of the tribal society in India .
4. Discuss the transformations in Tribal society of India .

### **Module I: Nature and Scope of Social Anthropology**

Origin of social anthropology, Meaning of social anthropology, Nature of social anthropology, Scope of social Anthropology, Branches of social anthropology (Social and Cultural anthropology)

### **Module II: Methods of social Anthropology**

Historical method, Comparative methods, and Ethnography, Case study, Participant and non-Participant observations, Focus group interview.

### **Module III: Tribes in India and Kerala**

Definition of tribes, Characteristics of tribes, Types of tribes, Tribal zones in India, Tribes in Kerala, Major tribal problems in Kerala.

### **Module IV: Policies and Approaches of Tribal development**

Policy of Isolation, Policy of assimilation, Policy of integration

**Field Visit:** Visit at least one tribal settlement in Kerala and submit a report based on the Socio-cultural and economic organization and their problems

### **Essential Readings**

Chandra, R. (2004). *Minority: social and political conflict*. Delhi: Isha Books.

Prasad, Archana (2003) *Against Ecological Romanticism, Three Essays* Collective, New Delhi,

Iyer, L.K.Anathakrishna (1909, 1981). *The Tribes and Castes of Cochin*, Cosmo Pub. N.Delhi

Tripati S N. (1998) *Tribals in India: The Changing Scenario*, Discovery Pub.

Bhandari, B B (1997) (Ed) *Tribes and Government Policies*, Cosmo Pub,.

Chacko M Pariyaram (2005). *Tribal Communities and Social Change*, SagePub. N.Delhi,.

Joshi, Vidyut (1998). *Tribal Situation In India: Issues in Development*, Rawat.

Elvin, Verrier (1964). *The Tribal World*, Oxford University Press.

Rath, Govinda Chandra (2006). *Tribal development in India*, Sage.

LodhaNeetha (2003). *State of Tribal Women*,Mangal Deep Pub, Jaipur

Beals and Hoijer (1977). *An introduction to Anthropology*, Macmillan

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Elective</b>
<b>Credit</b>	<b>2</b>	<b>Hrs. / Week</b>	<b>3</b>

### **SG 1661.1 NGO AND SOCIAL INTERVENTIONS**

#### **Aim of the course**

The aim of the course is to impart skill in NGO Management

#### **Course Outcomes**

1. Familiarized with the role of NGOs in development
2. Understand the functioning of NGOs
3. Critically analyse the approaches by which developmental issues are addressed by the NGOs
4. Impart the skill to run an NGO, prepare a project proposal and funding.

### **Module I: Introduction to NGOs**

NGO – Definition, Characteristics, Types, Historical evolution of NGOs in India, NGOs, Voluntary organizations and nonprofit organizations. NGO as a Third Sector of Development

### **Module II: Civil Society and Civil Mobilization**

Civil society and social welfare, Concept and impact of social mobilization, Role of NGO in social development, Problems of NGO Difference between Government and Non-Government organizations

### **Module III: Formation of an NGO**

Formation of an NGO: Types – as a trust, as a society and as a company. Procedure for formation of an NGO and the registration procedure, Important Legislations – Society Registration Act 1860 and Travancore Cochin Literary Scientific and Charitable Societies Registration Act, 1955

### **Module IV: Project Formulation and Implementation by NGOs**

Meaning of project formulation, Steps in Project formulation – Conceptualization, Planning Formulation of Objectives, Budgeting, Fund raising and evaluation. Preparation of a sample proposal format and check list of preparing a projects proposal

**Student activity:** *Students shall be asked to visit a Non- Governmental organization and study the different levels of activities undertaken by them and submit the findings as an assignment or Seminar paper. They were also encouraged to participate at least 1 week in the activities of an NGO as a internship.*

### **Essential Readings**

Nabi (2003), Hand book for NGOs, A Nabi Publication, New Delhi

Michael Edwards, Alan Fowler (2002). The Earth Scan Reader on NGO management, Earthscan

Lisa Jordan, Peter Van Tuijl (2007) NGO accountability: Politics, Principles and Innovations, Earthscan

Ann Hudock (1999), NGOs and Civil Society: democracy by proxy? Wiley Blackwell,

Julie Fisher (1998), Non- Governments: NGOs and the political development of the Third World, Kumaran Press,

Fifty Years After Freedom, New Opportunities and Challenges for Voluntary Action in India, Proceedings of the National Assembly of Voluntary Organizations, Held on October 2-4, 1997, By Sebasti L. Raj, Indian Social Institute, Published by Indian Social Institute, 1998

David Lewis, The management of non-governmental development organizations: an introduction, Routledge, 2001

R Sooryamoorthy & Gangrade, NGOs in India, New Delhi, Rawat Publications  
 Bava, Noorjahan, (ed), NGOs in Development, Theory and Practice, New Delhi, Kanishka

### Websites

<http://www.ac.uk/id21/>

<http://www.edc.org/GLG/CapDev/Dosapage.htm>

<http://www.intrac.org>

<http://www.lse.ac.uk/Depts/global/yearbook.htm>

[www.oneworld.net](http://www.oneworld.net)

[http://www.development gateway.org/](http://www.developmentgateway.org/)

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Elective</b>
<b>Credit</b>	<b>2</b>	<b>Hrs/ Week</b>	<b>3</b>

### **SG 1661.2 CRIME AND SOCIETY**

#### **Aim of the course**

The aim of this subject is to sensitize the learners about the causes, social dimensions and measures to control forms of crime consequences of crime and introduce various theoretical perspectives on crime.

## Course Outcomes

1. Acquire knowledge regarding crime, its changing profile and various theoretical perspectives on crime.
2. Analyse crime and criminal justice in our society in a sociological perspective.
3. Determine causes, social dimensions, consequences and measures to control various forms of crime.
4. Build an understanding about the social and Legal impact of correctional measures

## Module I Crime: Concept and Theories

Crime: The Concept, Characteristics and classification. Criminology

Theories of Crime –

- a. Pre-Classical School or Demonological Theory
- b. The Classical School or Free Will Theory
- c. Neo-Classical School
- d. Positivist Approach or Organic Deficiency Theory - Cesare Lombroso, Enrico Ferri and Raffaele Garofalo.
- e. Sociological School – Differential association theory – Edwin Sutherland, Anomie Theory – Robert K Merton, Status Frustration theory – Albert Cohen

Victimology: The Concept and definition, Perspectives of victimology

## Module II Changing Profile of Crime

Organized Crime: Meaning and features.

White Collar Crime: Meaning features, causes,

Cybercrimes: Meaning, definition and features

Crime against Women-- Female Foeticide, Female infanticide, Eve-teasing, Dowry Death, Domestic Violence and Sexual Abuse, Rape

Terrorism: The concept, and characteristics and causes of terrorism in India

Cybercrime: The concept, definition and features

## Module III Correction of Criminals

Correction: Meaning and Significance.

Punishment: Meaning, Objectives and types- Retribution, Deterrent, Prevention and Reformation.

Prison: Meaning and types. Problems of Prisons, National Policy and Prison Reforms in India.

Alternative Imprisonment. Probation, Parole. Open Prisons, Rehabilitation of Prisoners

**Student activity:** Visit any prison and conduct a few case studies on prisoners so that students get a real picture of the effectiveness of correctional measures.

### Essential Readings

- Ahmed Siddique. (1997). Criminology Problems and Perspective, Eastern Book Co.
- Ahuja Ram. (2000). Criminology, Rawat Pub. Jaipur.
- Ahuja, Ram : Social Problems in India. (1997). Rawat Publication, Delhi and Jaipur.
- Burgess, A. W., Rigebr&Rpnerts Albert (2013). Victimology: Theories and Applications. Cathleen Sether: USA
- Chander D. (2007). Open Air Prisons - A Sociological study. Vohra Publishers and Distributors: Allahabad.
- Gill, S. S., (1998): The Pathology of Corruption, New Delhi, Harper Collins Publishers: New Delhi.
- Goel, Rakesh M. and Manohar S. Powat, (1994) : Computer Crime Concept, Control and Prevention. Bombay Sysman Computers Pvt.Ltd.
- Makkar,S.P. Singh and Paul C Friday (1993) Global Perspectives in Criminology Jalandhar
- Merton, R. K., (1972). Social Theory and Social Structure. Emerind Publishing Co: New Delhi.
- Ministry of Home Affairs (1998). Crime in India. Government of India: New Delhi.
- Paranjpe N. V. (2001). Criminology and Penology, Central Law Publication: Allahabad.
- Parsonage Willam H., (1979). Perspective on Criminology. Sage Publications: London,
- Reid. Suetitus, (1976). Crime and Criminology. Deyden Press: Illinois
- Sinha, Niraj (Ed). (1989). Women and Violence, Vikas Publishing House.
- Sutherland, Edwin, H. and Donald R. Creassy. (1968): Principles of Criminology. Times of India Press: Bombay.
- Teeters, Negley and Harry Elnar Barnes, (1959. New Horizons in Criminology. Prentice Hall of India: New Delhi.

<b>Semester</b>	<b>VI</b>	<b>Type of course</b>	<b>Elective</b>
<b>Credit</b>	<b>2</b>	<b>Hrs. / Week</b>	<b>3</b>

### SG 1661.3 SOCIOLOGY OF HEALTH

#### Aim of the Course

To explore social epidemiology as a subject of importance and interest to public health

#### Course Outcomes

1. Understand the social background of health and diseases
2. Identify of the importance of social and medical interventions for the prevention and

control of diseases

3. Acquire knowledge in recognizing the need for effective health policies and programmes for the promotion and protection of health
4. Imparting skill to manage the pandemic situation along with social responsibility

### **MODULE I: Social Medicine and Social Epidemiology**

Concept of Public health: History and development of social medicine. Components of social medicine: – social pathology, social diagnosis and social sciences. Concept of epidemiology: Definition and objectives, and scope of Social epidemiology.

### **MODULE II: Concept of Health and Disease**

Definition and dimensions of health: – Physical mental social spiritual emotional and occupational. Concept of well-being – Heredity, environment, life style, socio economic status, health and family welfare services, aging of population, gender and other factors such as health related systems ( Food and agriculture , education and social welfare ). Concept of disease causation – Germ theory of diseases, epidemiological triad, multi factorial causation of diseases, natural history of disease and levels of prevention

### **MODULE III: Maintenance and Inequalities in Health**

Healthy Environment – personal Hygiene, proper nutrition early diagnosis and treatment .Physical health and mental Health. Different levels of inequalities in health. Social cost of illness: – Social stigma, Discrimination, Isolation, Marginalization.

### **MODULE IV: Health policy in India**

Health policies and health indicators for sustainable development: Challenges to health care system – Commercialization of health care, need for quality Maintenance

**Student Activity:** *Students are advised to visit a hospital and observe maintenance and inequalities in health. Students should participate in voluntary activities such as awareness class, blood donation, Documentary, short film etc.*

### **Essential reading**

- Albrecht, Gary, L & Fitzpatrick, R (1994) Quality of Life in Health care : Advances in Medical Sociology, Jai Press, Mumbai
- Coe, Rondney, M (1970,)Sociology of Medicine, McGraw Hill, New York
- Cockerham, William,C, (1997) Medical Sociology, Prentice Hall, New Jersey
- Cockerham, Willam,C, (1997) Reading in Medical Sociology, Prentice Hall, New Jersey
- Conard,Peter, et al. (2000) Handbook of Medical Sociology, Prentice Hall, New Jersey
- Dasgupta,R (1993) Nutritional Planning in India, NIN, Hyderabad
- Nayar, K R (1998) Ecology and Health: A System Approach, APH Publishing, New Delhi
- Venkataratnam, R (1979) Medical Sociology in an Indian Setting, Macmillan, Madras.
- Peter E.S Freund &Meredith.B,McGuire (1995) Health, Illness & Social body- A critical Sociology, , Prentice hall inc.



- JanardanSubedi&EugineB.Gallagher (1996) Society, Health & Disease-Transculture Perspectives, , Prentice hall inc.
- K.Park (2013) Park's textbook of Preventive & Social medicine, , M/S BanarsidasBhanot Publishers, Jaipur.
- Richard T Schaefer (2011), Sociology : A Brief Introduction, Ninth Edition, Tat McGraw Hill Education Pvt. Ltd, New Delhi.

### **Sem V & VI**

## **SG 1645 PROJECT WORK**

**No. of Credits: 4**

**Hrs 3 + 3**

### **Specifications of project work**

1. The project work may be any Research problem relevant to the study of Sociology
2. It should be based on either primary or secondary sources of data

3. It should be 40-60 typed spiral bind one ( 12 fond times roman 1.5 space )
4. The project work contain the following items
  - A> Introduction &Review of literature
  - B> Methodology
  - C> Analysis,
  - D> Conclusion & Suggestions if any
  - E> Bibliography & Appendix if any
5. 20 marks of the project work is based on a viva voce
6. The project assignment may be given in the 5<sup>th</sup> semester and report should be submitted at the end of 6<sup>th</sup> semester
7. The viva voce will be conducted under the leadership of the Chairman of the Examination board.
8. An acknowledgement, declaration, certificate of the supervising teacher etc should be also attached in the project work

## Evaluation indicators

### 1. Project Report

no	Indicators	Score
1	Introduction &Review of literature	10
2	Methodology	20

<b>3</b>	Analysis,	<b>30</b>
	Conclusion & Suggestions	<b>10</b>
<b>4</b>	Bibliography & Appendix	<b>10</b>
	<b>Total</b>	<b>80</b>

## 2. Viva Voce

<b>no</b>	<b>Indicators</b>	<b>Score</b>
<b>1</b>	Presentation skills	<b>5</b>
<b>2</b>	Clarity in the subject	<b>5</b>
<b>3</b>	<b>Defending</b>	<b>5</b>
<b>4</b>	Overall	<b>5</b>
	<b>Total</b>	<b>20</b>