

FATIMA COLLEGE (AUTONOMOUS)



**Re-Accredited with “A” Grade by NAAC (3rd Cycle)
74th Rank in India Ranking 2020 (NIRF) by MHRD
Maryland, Madurai- 625 018, Tamil Nadu, India**

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|------------------------|---------------------------|
| NAME OF THE DEPARTMENT | : SOCIOLOGY & SOCIAL WORK |
| NAME OF THE PROGRAMME | : B.A. SOCIOLOGY WITH CA |
| PROGRAMME CODE | : UASC |
| ACADEMIC YEAR | : 2020 - 2021 |



FATIMA COLLEGE (AUTONOMOUS) MADURAI 625 018.
SOCIOLOGY WITH COMPUTER APPLICATIONS -2020 onwards

| S.NO | SEMESTER | SUBJECT CODE | SUBJECT TITLE |
|------|----------|--------------|--|
| 1. | I | 19S1CC1 | Principles of Sociology |
| 2. | I | 19S1CC2 | Computer Organization |
| 3. | I | 19S1CC3 | Lab I- Office Automation |
| 4. | I | 19S1AC1 | Social Anthropology |
| 5. | I | 19S1NME | Integrative Psychology |
| 6. | II | 19S2CC4 | Principles of Sociology II |
| 7. | II | 19S2CC5 | Programming in C |
| 8. | II | 19S2CC6 | Lab- II C Programming |
| 9. | II | 19S2AC2 | Rural Sociology |
| 10. | II | 19S2NME | Integrative Psychology |
| 11. | III | 19S3CC7 | Indian Social Institutions |
| 12. | III | 19S3CC8 | Multimedia and Its Applications |
| 13. | III | 19S3CC9 | Lab-III Photoshop and Flash |
| 14. | III | 19S3AC3 | Gender Studies |
| 15. | III | 19S3SB1 | Principles of Counselling |
| 16. | IV | 19S4CC10 | Social Disorganization and Social Problems |
| 17. | IV | 19S4CC11 | Visual Programming |
| 18. | IV | 19S4CC12 | Lab- IV Visual Programming |
| 19. | IV | 19S4AC4 | Psychology of Adjustment |
| 20. | IV | 19S4SB2 | Counselling Process |
| 21. | V | S5CC13 | Social Research |
| 22. | V | S5CC14 | Social Gerontology |
| 23. | V | S5CC15 | Lab-V- SPSS |
| 24. | V | S5ME1 | Social Demography |
| 25. | V | S5SB3 | Healing the Child Within |
| 26. | V | S5SB4 | Emotional Maturity |
| 27. | VI | S6CC16 | Sociological Theories |
| 28. | VI | S6CC17 | Social Psychology |
| 29. | VI | S6CC18 | Web designing using HTML |
| 30. | VI | S6CC19 | Lab-VI Web designing |
| 31. | VI | S6ME2 | Criminology |
| 32. | VI | S6ME3 | Comprehensive Knowledge of Sociology |
| 33. | VI | S6SB5 | Leadership Skills |
| 34. | VI | S6SB6 | Communication Skills |

**I SEMESTER
MAJOR CORE
PRINCIPLES OF SOCIOLOGY-I - 19S1CC1**
(For those who joined in 2019 onwards)

HOURS/WEEK: 6

CREDIT: 4

COURSE DESCRIPTION

This course introduces the learners to have scientific study of human society, culture, and social interactions.

COURSE OBJECTIVES

To make the students understand the relevance of sociology and make them knowledgeable in the sociological Perspective and sociological concepts.

To equip the learners to understand major social institutions

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|--|--|
| CO 1 | Identify the Origin of Sociology, its Nature and Scope | K1 |
| CO 2 | Explain the Basic Sociological Concepts | K2 |
| CO 3 | Identify different Social Groups and explain its Functions | K3 |
| CO 4 | Describe the Social Stratification and its Importance | K4 |
| CO 5 | Differentiate the Major Social Institutions | K4 |

Unit 1: Introduction to sociology: [25 HRS]

Definition, Meaning, Origin of sociology, Nature and Scope of Sociology, Importance of Sociology and Relation of sociology with other social sciences.

Unit2: Basic Sociological Concepts: [15 HRS]

Society, Community, Institution, Association Culture, Civilization- Definition, meaning and Characteristics.

Unit3: Social Groups: [20HRS]

Definition, Meaning, Characteristics, Importance and functions of Social Groups. Types- In-group and out-group, Horizontal and vertical groups, Primary and secondary group, Formal and Informal group, Small group and large group, Reference group.

Unit4: Social Stratification [15HRS]

Definition, Meaning, Characteristics, Criteria for **Stratification, Types** – caste and class.
Social Mobility- Horizontal and Vertical Mobility.

Unit5: Major Social Institutions:

[15HRS]

Economy, Education and State: Definition, Meaning, Characteristics and Functions.

TEXT BOOK:

1. C.N. Shankar Rao – Sociology, S. Chand & Co Ltd., New Delhi, 2009.

REFERENCE BOOKS:

1. Bierstedt Robert, The Social Order, Tata McGraw Hill, Tokyo, 1970.
2. Horton Paul B. & Chester L. Hunt – Sociology, Tata McGraw Hill, Japan, 1968.
3. Smelser, N.J. Sociology, Prentice Hall of India, New Delhi, 1988.
4. Keller, and Harper. Sociology, Manohar Book Service, New Delhi, 1975.
5. T.B. Bottomore – Sociology-A Guide to Problems and Literature, Blackie & Son India Ltd., Bombay, 1975.
- 6.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs.V.Sofia Adaikala Mary

**I SEMESTER
MAJOR CORE
COMPUTER ORGANIZATION - 19S1CC2**
(For those who joined in 2019 onwards)

HOURS/WEEK :2

CREDIT :2

COURSE DESCRIPTION

This course will introduce the students to basic computer hardware and processing concepts using Windows based applications.

COURSE OBJECTIVE/S

Students will have basic knowledge about computers, its components, functionality and applications.

To equip the learners to have a knowledge on software, database system, networking, internet and social networking.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Describe the Basic Computer Operations. | K1 |
| CO 2 | Explain the Functions of Software and basic Programming Languages. | K2 |
| CO 3 | Describe the Database Concepts. | K2 |
| CO 4 | Utilize the Internet Web resources for both Academic and Research purposes. | K3 |
| CO 5 | Analyze computer for Social Research and Surveys. | K4 |

UNITI: INTRODUCTION TO COMPUTERS

[7HRS]

Introduction to Computers–Types and Characteristics, Classification of Digital Computer Systems–Micro, Mini, Mainframe and Super, Anatomy of a Digital Computer–functions and components, CPU, Memory, How the CPU and memory work, Types of Memory–Auxiliary Storage Devices –Magnetic Tape, Hard Disk, Floppy Disk, Super Disk, Optical Disk and CD-ROM, Input devices–keyboard, mouse, joystick, digitizing tablet, scanner, MICR, OCR, OMR, Barcode reader, touch screen and light pen, Output Devices–printers and plotters, Applications of computer in different fields.

UNITII:SOFTWARE

[5HRS]

Introduction to Computer Software–Operating Systems–functions, Classification, Programming Languages– Types-Machine, Assembly, High level-Procedural oriented

UNITIII:DATA BASE CONCEPTS

[6HRS]

Data Processing, Database Management Systems-models-hierarchical, network, relational, object oriented, deductive, Database design - What is Normalisation?- and its types.

UNITIV: NETWORKING AND INTERNET

[6HRS]

Introduction to Network: Overview of Network Communication media, Types of Network LAN, WAN. Application of Network Internet- ProtocolsandAddressing,WebBrowsers,e-mail-namesandaddresses,mailing basics, replying and forwarding e-mail messages. Internet Vs IntranetVs Extranet, Introduction to Social Networks.

UNITV: SOCIAL COMPUTING

[6HRS]

Search Engine. Role of Computer in Social Research, Usage of Statistical Package for Social Scientists, Blog Creation and Maintenance, Computer Generated Sampling.

TEXT BOOK

AlexisLeonandMathewLeon,*Fundamentals of Information Technology*, Bharati SahityaMandir, Palghat, (2000).

REFERENCE BOOKS :

- 1.V.Rajaraman,*Fundamentals of Computer*, PHI Learning Private Limited 4th Edition, New Delhi, (2008).
- 2.E.Balagurusamy,*Fundamentals of Computer*, Tata Mcgraw Hill Education Private Limited, New Delhi, (2009).
- 3.Suresh K Basandra, *Computer Today*, Anmol Publications Private Limited, New Delhi, 1995.

WEB:

- 1.<https://www.w3schools.com/html>

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Dr. Jacintha Josephine Julie

Forwarded By

HOD'S Signature & Name

**I SEMESTER
MAJOR CORE
LAB-I OFFICE AUTOMATION - 19S1CC3**
(For those who joined in 2019 onwards)

HOURS/WEEK:4

CREDIT :2

COURSE DESCRIPTION

Office Automation program focuses on the field of Office Automation involving various Software used to carry out routine office works such as MS PowerPoint,

COURSE OBJECTIVE/S

To train the learnerstouse theMSWord,MSExcel,MSPowerPointandElectronicMail.

To equip the learners to create blogs.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
| CO 1 | Recall Professional MS Word Documents | K1 |
| CO 2 | Explain the knowledge in MS Excel Spread Sheets | K2 |
| CO 3 | Use Power Point Techniques for Academic Presentation. | K3 |
| CO 4 | Categorize Documents and Presentations for Social Research and Surveys. | K4 |

MSWORD

[15HRS]

1. Bullets and numbering
2. Headers and footers
3. Formatting text
4. Usage of spell check, grammar, find and replace
5. Table manipulation
6. Insert a picture
7. Designing a cover page
8. Mail merge

9. GreetingCardDesign

MSEXCEL

[15HRS]

1. Sorting Tables
2. Usage of built-in function.
3. Worksheet preparation
 - a. Student Mark Statement
 - b. Generating Pay Bill of an employee
4. Creating Charts
5. E.B. Bill Preparation

MSPowerPoint

[15HRS]

1. Creating a simple presentation
2. Using custom Animation
3. Inserting, Deleting, Renaming and Rearranging Slides
4. Using Hyperlinks, action buttons [Inserting Hyperlink Action button, Video Link]

ELECTRONIC MAIL

[15HRS]

1. Creating e-mail account, Google accounting, Blog Creation.
2. Sending, reading and attaching files in email.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 20 | 20 | - | - | - | 40 | 60 | 100 |

COURSE DESIGNER:

1. Staff Name: Dr. Jacintha Josephine Julie

**I SEMESTER
ALLIED CORE
SOCIAL ANTHROPOLOGY - 19S1AC1
(For those who joined in 2019 onwards)**

HOURS/WEEK: 5

CREDIT : 5

COURSE DESCRIPTION

This course provides an exciting and dynamic introduction to the world of social anthropology. In brief, social anthropology is the study of how humans give meaning to the world through different social norms, values, practices and means of organisation.

COURSE OBJECTIVE/S

To make the students understand the tribal social organization and the problems of the tribals.
To make the learners to know the importance of kinship and its usages

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify the Nature and Scope of Social Anthropology. | K1 |
| CO 2 | Explain the different Types of Kinship. | K2 |
| CO 3 | Discuss the system of Tribal Marriage. | K3 |
| CO 4 | Describe the Tribal Religion and Types of Tribal Magic. | K4 |
| CO 5 | Categorizethe Tribal Problems and Welfare Schemes. | K4 |

Unit 1: Introduction to Social Anthropology

[15 HRS]

Definition, Meaning, Nature, Scope, branches of anthropology, Importance of the study of Social Anthropology. Basic concepts - Definition, Meaning **Culture Traits and Culture Complex**-Types and Processes-Acculturation, Enculturation and Transculturation.

Unit 2: Kinship

[15 HRS]

Definition, Meaning, Types: Consanguineous, affinal **kinship**, Levels of kinship : Primary, secondary, and tertiary , Kinship Usages – Avoidance-joking relationship, Teknonymy, Avunculate, Amitate and Couvade. Kinship Terms – Classificatory and

Descriptive. Descent – Cognates, Agnates and Uterine kin. Unilateral Descent Group – Lineage, Clan, Phratry and Moiety

Unit 3: Marriage

[10 HRS]

Definition, Meaning , Origin and Development of Marriage, Forms of Tribal Marriage, Means of Acquiring Mates.

.Unit 4: Religion and Magic

[15HRS]

Definition ,Meaning – Theories of tribal Religion- Animism, Animatism, Naturism and Totemism Forms of Magic – Imitative and Contagious Magic-sorcery-witchcraft, black magic and white magic , difference between religion and magic.

Unit 5: Tribal Problems and Tribal Empowerment Programmes:

[20 HRS]

Approaches to Tribal Problems – Welfare Programmes for Tribal Population, Status of Tribal Population in Modern India.

TEXT BOOK:

D. N. Majumdar & T.N. Madan, “An Introduction to Social Anthropology”, National Publishing House, New Delhi – 110002, 1988

REFERENCE BOOKS:

1. Amiteshwar Ratra, Praveen Kaur, Sudha Chhikara, Marriage and Family, Deep and Deep Publication Pvt. Ltd, New Delhi, 2006.
2. K. Chakraworthy, Social Anthropology, Sumit Enterprises, New Delhi, 2006
3. K.S. Chalam, Caste-based Reservations and Human Development in India, Sage Publication India Pvt Ltd, New Delhi, 2007.
4. S.K. Pramanick, Sociology of G.S. Ghurye, Rawat Publications, Jaipur, 2001.
5. Suvira Jaiswal, Caste: Origin, function and Dimensions of Change, Manohar publishers and Distributors, New Delhi, 2000.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|----|----|----|-----|-----|-------------|-------------|----------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Dr.M.Suganya

SEMESTER I
NON-MAJOR ELECTIVE
INTEGRATIVE PSYCHOLOGY - 19S1NME
(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT : 2

COURSE DESCRIPTION

Integrative Psychology emphasizes the interdependence of social, cultural, physical, spiritual, and psychological dynamics. Studying well-being from a systems perspective combines traditional healing wisdoms and new paradigms of social evolution.

COURSE OBJECTIVE/S

To impart knowledge among learners to analyze their own self and equip them with sense of adjustment.

To help the learners to understand the importance of Socialization.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify Human Life Cycle. | K1 |
| CO 2 | Describe the Process of Socialization. | K1 |
| CO 3 | Discuss Personality and its related Theories. | K2 |
| CO 4 | Describe the Attitude and Attitudinal Change. | K2 |
| CO 5 | Estimate the Stages of Human Development. | K3 |

Unit 1: Introduction to Human Life Cycle

[7 HRS]

Psychology – Meaning – Definition – **Human Life cycle** – Conception – Prenatal – Postnatal.

Unit 2: Socialization**[7 HRS]**

Socialization – Meaning – definition- Importance of Socialization – C.H. Cooley's Theory of Looking Glass Self, Meads theory of Self. Socialization–Agents of Socialization.

Unit 3: Theories of Socialization**[5 HRS]**

Personality – Definition - Freud's Theory of Human Mind – Self Actualization.

Unit 4: Attitude**[6 HRS]**

Attitude - Definition – Characters – Formation of Attitudes – Attitudinal Change.

Unit 5: Adjustment and Development Stages of Human Life**[5 HRS]**

Adjustment and Development stages – Life stage adjustment – Infancy – Childhood – Adolescence – Adulthood – Old age.

TEXT BOOK

1. Adjustment behaviour and personality, Goodstein Lauyon, Arizona State University, 1975.

REFERENCE BOOKS:

1. The Fundamental of Human adjustment, Norman L. Munn Bowdon in College, Houghton Mifflin Company – Bortan, 1961.
2. Abnormal Psychology and Modern Life. James C. Coleman, Scott, Foresman and company, 1998.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 30 | 10 | 10 | 50 | 50 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs.V.Sofia Adaikala Mary
2. Staff Name: Dr.M.Shapna Yasmin

**II SEMESTER
MAJOR CORE
PRINCIPLES OF SOCIOLOGY - II – 19S2CC4**
(For those who joined in 2019 onwards)

HOURS/WEEK: 6

CREDIT : 4

COURSE DESCRIPTION

This course introduces the scientific study of human society, culture, and social interactions. It provides students with both methodologies and knowledge of the study of critical social issues ranging in scope from family to global.

COURSE OBJECTIVE/S

To impart knowledge regarding the regulating factors of social life and the mechanisms of social change.

To equip learners to have sociological imagination

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|--|--|
| CO 1 | Identify different Social Processes. | K1 |
| CO 2 | Outline the process of Socialization. | K2 |
| CO 3 | Identify the different types of Social Control. | K3 |
| CO 4 | Categorize the nature of Role and Social Status. | K4 |
| CO 5 | Differentiate the theories of social changes. | K4 |

Unit 1: Social Processes:

(10 Hours)

Cooperation, Competition, Conflict Accommodation and Assimilation

Unit 2: Socialization:

(20 Hours)

Meaning, Stages and Types of Socialization, Importance of Socialization Theories of Socialization – C.H. Cooley's Theory of Looking Glass Self, Mead's Theory of Self, Freud's Theory of the Human Mind. Agents of Socialization.

Unit 3: Social Control:**(15 Hours)**

Purpose of Social Control, Agencies of Social control-Formal and Informal Agencies- Folkways, Mores, Laws, Education and Public Opinion.

Unit 4: Major Social Institutions:**(10 Hours)**

State and Education- Characteristics and Functions.

Unit 5: Social Change:**(20 Hours)**

Progress, Evolution, Development-Meaning. Theories of Social Change. Factors of Social Change. Barriers to Social change.

Text Book followed:

1. Horton Paul B & Chester L.Hunt – Sociology, Tata McGraw Hill, 1968.
2. C.N.Shankar Rao – Sociology, S. Chand & Co. Ltd., 2006, New Delhi.

TEXT BOOK:

1. Horton Paul B & Chester L.Hunt – Sociology, Tata McGraw Hill, 1968.
2. C.N.Shankar Rao – Sociology, S. Chand & Co. Ltd., New Delhi, 2006.

REFERENCE BOOKS:

1. Bierstedt Robert, The Social Order, Tata McGraw Hill, Tokyo, 1970.
2. Horton Paul B. & Chester L. Hunt – Sociology, Tata McGraw Hill, Japan, 1968.
3. Smelser, N.J. Sociology, Prentice Hall of India, New Delhi, 1988.
4. Keller, S., and Harper.D, Sociology, Manohar Book Service, New Delhi, 1975.
5. A.W.Green, Sociology, McGraw Hill, New Delhi, 1964.
6. Ogburn and Nimkoff – A Handbook of Sociology, Asia Publishing House, New Delhi, 1966.
7. T.B. Bottomore – Sociology – A Guide to Problems and Literature, Blackie & Son India Ltd., Bombay, 1975.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs.V.Sofia Adaikla Mary

**II SEMESTER
MAJOR CORE
PROGRAMMING IN C - 19S2CC5**
(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT : 2

COURSE DESCRIPTION

The course focuses on the basics of C programming, Input and Output, Decision Making & Looping statements, Array, Strings, functions, Structures and Unions.

COURSE OBJECTIVE/S

To enhance the programming skill in C language.

To develop simple programs using C language.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Recall the basic concepts in programming in C. | K1 |
| CO 2 | Outline the Input, Output and Looping statements. | K2 |
| CO 3 | Discover the characteristics and functions of array and string. | K3 |
| CO 4 | Distinguish the methods of functions in programming in C | K4 |
| CO 5 | Analyzethe structure and union in programming in C. | K4 |

Unit - I: C Introduction

(6 Hours)

History of C – Importance of C – Character set – C Tokens – Keywords and Identifiers – Constants – Variables – Data types – Declaration of Variables – Declaration of Storage class – Assigning values to variables – Defining Symbolic Constants – Declaring a variable as Constant. Arithmetic Operators – Relational Operators – Logical Operators – assignment Operators – Increment & decrement Operators – Conditional Operators – Bitwise Operators – Arithmetic Expression - Precedence of Arithmetic Operators – Type Conversion in Expressions- Operator precedence & Associativity.

Unit - II: Input and Output, Decision Making & Looping

(6 Hours)

Formatted Input – Formatted output, Simple If Statement – If...Else Statement – The Else if ladder – The switch statement – The?: Operator – The Goto statement - The While Statement – The do statement – The for Statement.

Unit - III: Arrays, Character Array & Strings**(6 Hours)**

One-dimensional Array – Declaration, Initialization of One Dimensional array – Two-dimensional Arrays .Declaring & Initializing String Variables – Reading String from terminal – Writing String to Screen – Arithmetic Operations on characters – putting strings together – comparison of two strings – String-handling Functions – Table of Strings

Unit - IV: Functions**(6 Hours)**

Function calls – Function Declaration – Category of functions – No arguments and no return values, functions with argument and no return values, functions with argument and return values– nesting of functions-the scope and life time of variables-**Recursion** .

Unit-V: Structures and unions**(6 Hours)**

Structure Definition, giving values to members, structure initialization-Unions-size of structures. - Pointers and Files-Definition.

TEXT BOOK:

E.Balagurusamy, Programming in ANSI C, fifth edition, Tata McGraw Hill Education Private Limited, NewDelhi, first reprint 2010.

REFERENCE BOOKS:

1. Byron S. Gottfried , Theory and Problems of Programming with C, Schaum's Outline Series,1990
2. YashavantKanetkar – “Let Us C” - II edition, BPB Pub.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. **Staff Name: Dr.M.Suganya**

**II SEMESTER
MAJOR CORE
Lab II-C Programming - 19S2CC6**

(For those who joined in 2019 onwards)

HOURS/WEEK: 4

CREDIT:2

COURSE DESCRIPTION

The course explains the use of Aggregate Structures, Unions, Looping, Arrays and Functions

COURSE OBJECTIVE/S

To train the learners to design various records in C-programming language.

To equip the learners to prepare programs by make use of various functions in C-programming language

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Outline the basic commands in C Programming. | K1 |
| CO 2 | Design the different types of looping. | K2 |
| CO 3 | Make use of arrays and function. | K3 |
| CO 4 | Classify the records by using structure. | K4 |
| CO 5 | Categorize C programming in creating records. | K4 |

Basic Concepts

1. Write a C program to find the given no is **perfect no** or not.
2. Write a C program to find the given no is **Armstrong no** or not.
3. Write a C program to find the given no **is prime** no or not.
4. Write a C program to print **Fibonacci series**.
5. Write a C program to find the sum of digit of a given number.

Looping

6. Write a C program to multiply two numbers without using '*'.

7. Write a C program to print the ASCII values for the C character set.
8. Write a C program to print the Floyd's Triangle.
9. Write a C program to print the range of alphabets.
10. Write a C program to get 'n' number of inputs without using array and pointers and find the maximum number.

Arrays

11. Write a C program to sort the given range of numbers.
12. Write a C program to find the Matrix Transpose.
13. Write a C program to find the Matrix Addition.
14. Write a C program to find the Matrix Multiplication.

Functions

15. Write a C program to find the Adam no using functions.
16. Write a C program to swap two numbers and explain call value and call by reference.
17. Write a C program to find factorial number using recursion.
18. Write a C program to find string manipulation using any 5 string functions.

Structures

19. Write a C program to generate employee details using structure.
20. Write a C program to generate student record using structure array.
21. Write a C program to record a book details using structure array.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 20 | 20 | 40 | - | - | 40 | 60 | 100 |

COURSE DESIGNER:

1. **Staff Name: Dr.M.Suganya**

**II SEMESTER
ALLIED CORE
RURAL SOCIOLOGY - 19S2AC2**
(For those who joined in 2019 onwards)

HOURS/WEEK: 5

CREDIT : 5

COURSE DESCRIPTION

This course aims to understand and address issues affecting rural communities.

COURSE OBJECTIVE/S

To enable the student to understand the rural structure, culture and organization and to impart the techniques and the skills of rural reconstruction.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify the nature and scope of Rural Sociology. | K1 |
| CO 2 | Outline the Power structure in Rural India. | K2 |
| CO 3 | Estimate the types and Importance of Rural Economy. | K3 |
| CO 4 | Distinguish the Rural Social Problems. | K4 |
| CO 5 | Connect the relevance of rural welfare programmes in India. | K4 |

Unit 1: Introduction to Rural Sociology: (15 Hours)

Importance of Rural sociology in India, Rural settlement pattern, Rural – urban differences.

Unit 2: Power structure in Rural India (12 Hours)

Traditional Panchayat, Statutory Panchayat, Origin, Objectives of Panchayat Raj and Rural development., Changing trends in power structure.

Unit 3: Rural Economy (12Hours)

Agriculture and rural development, Changing occupational structure, small scale and cottage industries and rural development, Small and Medium Enterprises.

Unit 4: Rural social problems (18 Hours)

Poverty, Rural Indebtedness, illiteracy, Child labour, Casteism, ill health and lack of sanitation.

Unit 5: Rural Welfare programmes in Post-Independence India (18 Hours)

IRDP, Jawahar Rozgar Yojana, Women and Child care programmes, Empowerment of rural women, Self Help Groups

TEXT BOOK

1. A.R. Desai, Rural Sociology in India, Published by Popular Prakashan Pvt Ltd, 1948.

REFERENCE BOOKS:

1. Debandra Kumar Das (Ed.), Rural sector and Development, Deep and Deep publications, New Delhi, 1999.
2. J.B. Chitamber, Introductory Rural Sociology, Wiley Eastern Ltd. New Delhi, 1990.
3. S.L.Joshi and P.C.Jain, Rural Sociology, Rawat publications, New Delhi, 1999.
4. S.N. Ambedkar, Integrated Rural Development Programme, Rawat publications, New Delhi, 1994.
5. M.R. Biju, Dynamics of New panchayat Raj system, Kanishka Distributers, New Delhi, 1998.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Dr.Geetha

II SEMESTER
NON-MAJOR ELECTIVE
INTEGRATIVE PSYCHOLOGY - 19S2NME
(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT: 2

COURSE DESCRIPTION

Integrative Psychology emphasizes the interdependence of social, cultural, physical, spiritual, and psychological dynamics. Studying well-being from a systems perspective combines traditional healing wisdoms and new paradigms of social evolution.

COURSE OBJECTIVE/S

To impart knowledge among learners to analyze their own self and equip them with sense of adjustment.

To help the learners to understand the importance of Socialization.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify Human Life Cycle. | K1 |
| CO 2 | Describe the Process of Socialization. | K1 |
| CO 3 | Discuss Personality and its related Theories. | K2 |
| CO 4 | Describe the Attitude and Attitudinal Change. | K2 |
| CO 5 | Estimate the Stages of Human Development. | K3 |

Unit 1: Introduction to Human Life Cycle

[7 HRS]

Psychology – Meaning – Definition – **Human Life cycle** – Conception – Prenatal – Postnatal.

Unit 2: Socialization**[7 HRS]**

Socialization – Meaning – definition- Importance of Socialization – C.H. Cooley's Theory of Looking Glass Self, Meads theory of Self. Socialization – Agents of Socialization.

Unit 3: Theories of Socialization**[5 HRS]**

Personality – Definition - Freud's Theory of Human Mind – Self Actualization.

Unit 4: Attitude**[6 HRS]**

Attitude - Definition – Characters – Formation of Attitudes – Attitudinal Change.

Unit 5: Adjustment and Development Stages of Human Life**[5 HRS]**

Adjustment and Development stages – Life stage adjustment – Infancy – Childhood – Adolescence – Adulthood – Old age.

TEXT BOOK

2. Adjustment behaviour and personality, Goodstein Lauyon, Arizona State University, 1975.

REFERENCE BOOKS:

1. The Fundamental of Human adjustment, Norman L. Munu Bowdon in College, Houghton Mifflin Company – Bortan, 1961.
2. Abnormal Psychology and Modern Life. James C. Colemon, Scott, Foresman and company, 1998.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 30 | 10 | 10 | 50 | 50 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs.V.Sofia Adaikalarmy
2. Staff Name: Dr.M.Shapna Yasmin

**III SEMESTER
MAJOR CORE
INDIAN SOCIAL INSTITUTIONS - 19S3CC7**
(For those who joined in 2019 onwards)

HOURS/WEEK: 6

CREDIT : 4

COURSE DESCRIPTION

This course is designed as a core course to equip the student with a theoretical understanding of the development of sociological “understanding of Indian society”

COURSE OBJECTIVE/S

To impart the knowledge of Indian Social Structure and the uniqueness of Indian Social Life.
To help the student to understand the contemporary and current social issues and problems in India.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|--|--|
| CO 1 | Outline the basis and importance of Religious Organizations in India. | K1 |
| CO 2 | Describe the Origin and Changing Trends in caste system | K2 |
| CO 3 | Estimate the Philosophy of Marriage and Family System in India | K3 |
| CO 4 | Examine the Impact of Modernization and Globalization on Indian Economy. | K4 |
| CO 5 | Analyze the nature and Types of Political System | K4 |

UNIT I: INDIAN SOCIAL ORGANIZATION

[17 HRS]

Basis of Hindu Social Organization – Ashramas and its importance - Purusharthas, Doctrine of Karma. Basis of Christianity –concept of sin, concept of birth & Resurrection. Basis of Islam – Prophethood, Sharia Law. Changing trends in Social Organization.

UNIT II: CASTE SYSTEM

[18 HRS]

Caste system: Origin, Theories – Characteristics, Functions. Sanskritisation, Changing Trends in Caste System, Westernization.

UNIT III: MARRIAGE AND FAMILY

[23 HRS]

Philosophy of Hindu Marriage. Marriage among Muslims and Christians. Changes in the Marriage System. Family: Definition, Features of Family, Classification – Nuclear and Joint Family, Functions and changing Trends in the Family.

UNIT IV: ECONOMY

[17 HRS]

Economy : Meaning, work, fundamentals of work , dimensions of work, division of labour, and impact of modernization and globalization on economic system – concept of leisure.

UNIT V: POLITY

[15 HRS]

Polity: Meaning, Types of Political System, Voting Process, Welfare State. Person Centered Political System in India

TEXT BOOK

1. H.R Mukhi, Indian Society and Social Institutions, SBD Publishers and Distributors, New Delhi – 2002.

REFERENCE BOOKS:

1. Abraham C. et.al – The Changing Pattern of Family in India, The Christian Institute, Bangalore, 1960.
2. Ahuja Ram – Indian Social System, Rawat Publication. Jaipur, 1993.
3. K.S. Chalam, Caste-based Reservations and Human Development in India, sage publication, 2007.
4. Kapadia K.M. – Marriage and Family in India, 1986, Oxford University Press, Delhi.
5. Kamlesh singh, Social change in Modern India, Navyug publishers and distributors, New Delhi – 2008.
6. Milton singer and Bernard S. Cohn, Structure and Change in Indian Society, Rawat publications, Jaipur and New Delhi – 2001.
7. K.K. Pillay, The caste system in Tamilnadu, MJP Publication, Chennai-2007.
8. Shakuntala Devi, caste system in India, pointer publishers, Jaipur- 1999.
9. Singh, Yogendra, Modernisation of Indian Traditions, , Rawat Publications, Jaipur, 1998.
10. Srinivas M.N – Social Change in India, . Allied Publishers, Bombay. 1996.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs.Saritha

**III SEMESTER
MAJOR CORE
MULTIMEDIA & ITS APPLICATIONS - 19S3CC8**

(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT:2

COURSE DESCRIPTION

This course is designed to provide the knowledge on the basics in Photoshop and flash in multimedia.

COURSE OBJECTIVE/S

To build creative skills among learners through the application of tools in Multimedia.

To equip the learners to design programs in Photoshop and flash.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|--|--|
| CO 1 | Identify The Usages Of Multimedia. | K1 |
| CO 2 | Discuss Different Building Blocks In Multimedia. | K2 |
| CO 3 | Compute the Photoshop-Image Management in Multimedia | K3 |
| CO 4 | Analyze the importance of flash. | K4 |
| CO 5 | Examine the tools in creating animations | K4 |

UNIT I: INTRODUCTION TO MULTIMEDIA AND MULTIMEDIA SOFTWARE [6 HRS]

Introduction –Definition, Multimedia Usage –Business, schools, home and public places, Basic Tools-Text editing and word processing, OCR Software, Painting and drawing, 3-D Modeling and animation tools, image editing, sound editing, animation, video and digital movie tools.

UNIT II: MULTIMEDIA BUILDING BLOCKS

[6 HRS]

Text-The Power of meaning-about fonts and faces-using Text in Multimedia- Computers and Text – Hypermedia and Hypertext – Sound - The power of sound – Multimedia System sounds – Digital Audio & MIDI audio – Audio file formats – MIDI Vs Digital Audio, Images – Making Still Images – Color – Image file formats – Animation - The power of Motion – Principles of Animation – Animation by computer – Making Animations that work.

UNIT III: PHOTOSHOP-IMAGE MANAGEMENT

[6 HRS]

Navigation: Know where to go- Images-, Size, Transformation and color adjustment- Modifying and mapping colors, Photo Retouching-Problems with old photographs, Scanning old photographs, removing dust and scratches, adding missing elements, adjusting contrast, making a digital archive, Layering your image- creating the illusion of depth- Looking at the layers palette- Creating new layers- Blending layers- layer styles- Working with type layers- Consolidating layers.

UNIT IV: FLASH – ILLUSTRATING

[6 HRS]

Using the stage - layers to add depth to your design -Illustrating with free-form tools - drawing shapes - working with digital color - stroke and fill - working with external bitmaps - using eraser tool and graphic filters - working with symbols-graphic, button and movie clips – Using the library to work with symbols and working with symbol instances.

UNIT V: FLASH –ANIMATION

[6 HRS]

Understanding the subtle art of animation - Introducing frame-by-frame animations - Creating tweened animations - Animating a mask - Extending a still image through time - Using scenes to organize animated content.

TEXT BOOK

1. Multimedia in Practice - Technology & Applications - PHI – 1998.

REFERENCE BOOK:

1. Tay Vaughan, Multimedia Making it Work, fifth Edition, Tata Mcgraw-Hill Publishing Company Limited, New Delhi, Seventh Reprint, 2002. (Unit I, II - Chapter 1,5,8, 9, 10, 11)
2. Steve Romaniello, Photoshop 7 Savvy, BPB Publications, New Delhi, 2002. (Unit III - Chapter 4, 7, 17, 19).
3. Ethan Watrall and Norbert Herber, Flash 8 Savvy, Wiley Dreamtech India (P) Ltd, New Delhi, 2006. (Unit IV, V-Chapter 1, 4, 6).
4. John Villamil, Casanova Lous Molina – “Multimedia production - Planning and Delivery” - PHI.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name : Dr.M.Suganya

**III SEMESTER
MAJOR CORE
LAB-III PHOTOSHOP & FLASH - 19S3CC9**
(For those who joined in 2019 onwards)

HOURS/WEEK: 4

CREDIT : 2

COURSE DESCRIPTION

This course focuses on the applications of Photoshop and flash tools in the field of Multimedia.

COURSE OBJECTIVE/S

To enable the learners to design and apply effects on images.
To equip the skills to create animated scenes by applying flash tools.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify the tools to create New Layers | K1 |
| CO 2 | Interpret image transformation by using Photoshop | K2 |
| CO 3 | Apply the Photoshop tools in designing | K3 |
| CO 4 | Examine the shapes and symbols in flash. | K4 |
| CO 5 | Analyze the animated visual effects | K4 |

PHOTOSHOP

[15 HRS]

I. LAYERING THE IMAGE:

1. To create new layers and use various layer styles
2. Consolidating and blending layers
3. To work with different type of layers

II. IMAGE TRANSFORMATION:

4. To change the colour and size of an image
5. To do photo retouching
6. To remove the dust and scratches in an image

III. DEVELOPING APPLICATIONS BY VARIOUS TOOLS AND EFFECTS:

7. To design a greeting card
8. Poster making

9. Logo Design
10. Advertisement

FLASH

[15 HRS]

I. WORKING WITH VARIOUS TOOLS AND LAYERS:

1. Creating new layers
2. Free- form drawing tool illustrations
3. Drawing various shapes

II. WORKING WITH SYMBOLS:

4. Working with graphic and button symbols
5. Creating movie clip symbols

III. CREATING ANIMATION WITH THE TIMELINE:

6. Creating frame-by-frame and tweened animations
7. Animating a mask
8. Creating animated visual effects with filters

IV. DEVELOPING APPLICATIONS USING VARIOUS TOOLS AND TECHNIQUES:

9. Creating the solar system with movie clips
10. Movie making

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 20 | 20 | 40 | - | - | 40 | 60 | 100 |

***C1- Quiz**

***C2- Assignment**

COURSE DESIGNER:

1. Staff Name : Dr.M.Suganya

**III SEMESTER
ALLIED CORE
GENDER STUDIES - 19S3AC3**
(For those who joined in 2019 onwards)

HOURS/WEEK:5

CREDIT: 5

COURSE DESCRIPTION

This course is an introduction to the study of women as a diverse social group with a history, culture, and experience of their own, and to the study of gender as a category of social, cultural, and economic organization.

COURSE OBJECTIVE/S

To Enable the students to learn about the basic concepts of gender studies

To sensitize students related with emerging gender issues.

To empower the students in all fields and to change the prejudice against women.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify the Meaning and Scope of Gender Studies. | K1 |
| CO 2 | Explain the role of Women Activists in India | K2 |
| CO 3 | Estimate the Status of Indian Women in Different Sectors. | K3 |
| CO 4 | Analyzethe Impact of Glass Ceiling Effect. | K4 |
| CO 5 | Distinguish various Legislations related to Women. | K4 |

UNIT I: INTRODUCTION

[15 HRS]

Meaning of Gender Studies: basic concepts - Sex and Gender, Masculinity and Faminity, Gender Studies and Women's studies. **Theories of Feminism** - Radical and Liberal. **Empowerment** and its components - political, social, Religious, economic, educational and employment.

UNIT II: INSPIRING WOMEN MODELS IN INDIAN SOCIETY

[15 HRS]

VeluNachiyar, Dr.Muthulakshmi Reddy, Sawithri Bai Pulea, MedhaPadkar and Arundhathi Roy.

UNIT III: CHANGING TRENDS IN STATUS OF WOMEN**[15 HRS]**

Rural – Urban Status, Occupational Status, Educational Status, Caste Status, Health Status, Gender Discrimination.

UNIT IV: WOMEN AND WORK**[15 HRS]**

Problems affecting Gender: working women's problem in organized and unorganized sector, and dual role, wage discrimination and glass ceiling effect.

UNIT V: WOMEN AND LEGISLATION**[15 HRS]**

Rights of women concerning property and marriage, Women Reservation Bill, Pre Natal Prevention Act, Vikasa Act.

TEXT BOOK

1. Jothi Mitra, Women and Society, Kanishkha publishers, New Delhi, 1997.

REFERENCE BOOKS:

1. Women on Economic Front, Suman Pamecha, Agrotech - publishing academy, Udaipur, 2002.
2. Women Work and discrimination, Savithri Araputha Murthy, Ashish publishers house, New Delhi, 1990.
3. Poverty Alleviation Approaches and women's participation, Sawalia Bihari Verma Aavishkar publishers, Jaipur, 2003.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Dr.Shapna Yasmin

III SEMESTER
SKILL BASED
PRINCIPLES OF COUNSELLING - 19S3SB1

(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT : 2

COURSE DESCRIPTION

This course will provide an introduction to the fundamental skills, processes, principles, techniques, principles of counselling.

COURSE OBJECTIVE/S

To train the students with the basic principles of counselling.

To equip the learners with skill of counselling in various fields.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Describe the Nature, Scope of Counseling. | K1 |
| CO 2 | Identify the Origin and Growth of Counselling. | K1 |
| CO 3 | Discuss the knowledge of Psychotherapy and clinical psychology. | K2 |
| CO 4 | Summarize Importance of Positive Mental Health | K2 |
| CO 5 | Estimate the stages of human development. | K3 |

Unit 1: Counselling

(7 Hours)

Counselling-Meaning-Definition-Scope of Counselling.

Unit 2: Origin and Growth of Counselling

(7 Hours)

Origin and Growth of Counselling – Mental hygiene Movement – Mental Measurement– Important periods in the development of Counselling.

Unit 3: Counselling and Related Fields

(6 Hours)

Psychotherapy – Meaning – Characteristics – Clinical Psychology – Counselling as hygiene

Unit 4: Counselling – Expectations and Goals:

(5 Hours)

Expectations of individuals – Counselling Goals – Achievements of Positive Mental Health.

Unit 5: **Developmental Tasks**

(5 Hours)

Developmental tasks – Adolescence – Erikson's Theory of Psychological Development – Socio cultural Factors in Socialization.

Exercises :

- Personal counselling and Group counselling.
- Identifying one's own self
- Exercises to assess their own self
- Self identity
- Defense mechanisms
- Identifying their own potentials
- Self counselling
- Peer counselling
- Group counselling

TEXT BOOK

1. Counselling and Guidance, Narayana Rao, Tata Mc.Graw- Hill Publishing company Ltd, New Delhi, 1991.

Reference Books:

1. Adjustment behavior and personality, Goodstein Lauyon, Arizona State University, 1975.
2. The Fundamental of Human adjustment, Norman L. Munn Bowdonin College, Houghton Mifflin Company – Bortan, 1961.
3. Abnormal Psychology and Modern Life. James C. Coleman, Scott, Foresman and company, 1998.
4. Psychology and Effective behavior. James C. Coleman, Foresman and Company.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 10 | 25 | 50 | 50 | 100 |

***C1-Quiz**

***C2- CIA Practical**

COURSE DESIGNER:

1. Staff Name : Mrs.Saritha

**IV SEMESTER
MAJOR CORE
SOCIAL DISORGANISATION AND SOCIAL PROBLEMS - 19S4CC10**
(For those who joined in 2019 onwards)

HOURS/WEEK:6

CREDIT:4

COURSE DESCRIPTION

This course emphasis is on causes, consequences, and possible solutions to **problems** associated with families, schools, workplaces, communities, and the environment.

COURSE OBJECTIVE/S

To enable the learners to understand social disorganisation and social problems.

To equip the learners to recognize, define, analyze, and propose solutions to social problems.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify the causes of Social Disorganisations. | K1 |
| CO 2 | Describe the Problems of Social Deviance. | K2 |
| CO 3 | Estimatethe social problems at Micro and Macro Level. | K3 |
| CO 4 | Analyzethe Problems Arises in Community. | K4 |
| CO 5 | Classify the Intervention Methods in Different Sectors. | K4 |

Unit 1: Social Disorganization and Social Problems

(15 Hours)

Definition, Characteristics, Causes of Social Disorganization and Social Problems, Merton's Theory of Anomie.

Unit 2: Problems of Deviance

(20 Hours)

Concept of Social Deviance – Crime, Substance Abuse, Prostitution – Causes, Consequences and Remedies.

Unit 3: Problems at the Individual and Family Level

(15 Hours)

Value Conflicts, Depression, Child Abuse, Divorce, Separation, Desertion, Single Parenting - Causes, Consequences and Remedies.

Unit 4: Community Problems

(15 Hours)

Group Conflict – Political, Inter-Communal Conflict, Youth Unrest and Terrorism - Causes, Consequences and Remedies.

Unit 5: Methods of Intervention

(10 Hours)

Structure Oriented, Programme Oriented, Role of Government and Voluntary Organizational Efforts.

TEXT BOOK

1. Rama Ahuja, Social Problems in India, II Edition, Rawat Publications, New Delhi, 2003.

REFERENCE BOOKS:

2. B.K. Prasad, Social Problems, Vol I & II Anmol Publications, New Delhi, 2004.
3. Rajendra Pandey, Social Problems of Contemporary India, Ashish Pub, 1994.
4. Prof. G.R. Madan, Indian Social Problems-Social Disorganisation and Reconstruction Vol I & II Allied pub, New Delhi, 2003.
5. Merton R.K & Nisbert R.A – Contemporary Social Problems.
6. Jones B. J. et al. 1998 – Social Problems: Issues, opinions and solutions
7. Madan G.R: Indian Social Problems – Volume I.
8. Robert H. Lauer – Social Problems and the Quality of Life.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|----|----|----|-----|-----|-------------|-------------|----------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Dr. Shapna Yasmin

**IV SEMESTER
MAJOR CORE
VISUAL PROGRAMMING - 19S4CC11**
(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT : 2

COURSE DESCRIPTION

This course focuses on the fundamental principles of event-driven programming and to programming using a visual environment through the use of the C programming language.

COURSE OBJECTIVE/S

To impart the knowledge related with visual concepts and programs

To equip the learners to design programmes by apply the tools of visual programming

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|--|--|
| CO 1 | Recall visual programming basics and its components. | K1 |
| CO 2 | Explain code design in visual programming. | K2 |
| CO 3 | Identify controls in visual programming. | K3 |
| CO 4 | Examine Built-in Function of visual programming | K4 |
| CO 5 | Analyzedata reports. | K4 |

UNIT 1: INTRODUCING VB

(6 HRS)

VB at work-Analyzing VB programs-Controls and Properties-Examining-Labels, Buttons & Text Boxes.

UNIT 2: CODE DESIGN

(6 HRS)

Putting code into VB-Message & Input Boxes-VB Looping.

UNIT 3: WORKING WITH CODE (6 HRS)

Combining code & controls-List Boxes & Data Lists-Additional Controls-Dialog Box Basics.

UNIT 4: PROGRAMMING WITH DATA (6 HRS)

Modular Programming-Built-in Function-VB Database Basics-The Graphic, Image Tool Bar & More Graphics-Printing with VB-object Basics.

UNIT 5: DATA REPORTS (6 HRS)

Data Environment, Data Report-objects-methods-function.

TEXT BOOK:

1. James Foxall, Sams Teach yourself- Visual Basic, Pearson Education, New Delhi, 2009.

REFERENCE BOOKS:

1. Scott Warner, Teach yourself Visual Basic 6, Tata Mcgraw-Hill Publishing Company Limited, New Delhi, four reprint 2000.
2. Gary Cornell, Visual Basic 6, Tata Mcgraw-Hill Publishing Company Limited, New Delhi, 1999.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|----|----|----|-----|-----|-------------|-------------|----------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

*C1-Quiz

*C2-Assignment

COURSE DESIGNER:

1. Staff Name: Dr..Jacintha Josephine julie

**IV SEMESTER
MAJOR CORE
LAB-IV- VISUAL PROGRAMMING - 19S4CC12**
(For those who joined in 2019 onwards)

HOURS/WEEK: 4

CREDIT : 2

COURSE DESCRIPTION

This course focuses on the hands on training with application of various tools in visual programming.

COURSE OBJECTIVE/S

To equip the learner to develop simple programs.

To develop an application using visual basic.

COURSE OUTCOMES (CO)

| No. | Course Outcome Knowledge Level(According to Bloom's Taxonomy) | |
|-------------|--|----|
| CO 1 | Describe Visual Programming in Arithmetic Calculations | K1 |
| CO 2 | Discover Database Programs | K2 |
| CO 3 | Construct inventory report | K3 |
| CO 4 | Discover Pay bill | K4 |
| CO 5 | AnalyzeData Base Applications in Visual Programming | K4 |

I. Simple Programs:

1. To perform Arithmetic Calculations
2. To calculate simple interest and compound interest
3. To find the factorial of the given number
4. To sort the array of numbers
5. Quiz test preparation

II. Database Programs:

6. Mark sheet Preparation
7. Pay roll processing-Preparation of Employee Pay Slip
8. Pharmaceutical Company-Preparation of Stock Report

III. Application Development:

9. Mini Projects

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|----|----|----|-----|-----|-------------|-------------|----------------|
| 20 | 20 | 40 | - | - | 40 | 60 | 100 |

COURSE DESIGNER:

1. Staff Name: Dr..Jacintha Josephine julie

**IV SEMESTER
ALLIED CORE
PSYCHOLOGY OF ADJUSTMENT - 19S4AC4**

(For those who joined in 2019 onwards)

HOURS/WEEK: 5

CREDIT : 5

COURSE DESCRIPTION

This **course** introduces the study of the adjustment process focusing on contemporary challenges individuals.

COURSE OBJECTIVE/S

To impart knowledge in students to analyze one's own self and equip them with sense of adjustment.

To enable them to have effective interpersonal relationship.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Identify the concepts of Adjustment and Importance of Interpersonal Relationship. | K1 |
| CO 2 | Outline the basic needs and drives. | K2 |
| CO 3 | Estimate the sources of stress and Ego defense mechanisms. | K3 |
| CO 4 | Classify the effects of emotions on personality. | K4 |
| CO 5 | Compare the stages of human development.. | K4 |

Unit 1: Adjustment and Interpersonal Relations

(20 Hours)

Definition, factors and determinants of adjustment. Self-awareness.

Self assessment. Importance and factors contributing to Interpersonal Relations.

Unit 2: Motivation

(15 Hours)

Concept of Motivation, Basic needs and drives- hunger, sexuality, Achievement-personal and social motives, conscious and unconscious aspects of motivation.

Unit 3: Problems of Adjustment – Stress

(15 Hours)

Levels of stress, Types and sources of stress, Types of Psychological Stress Reactions- Task Oriented reactions, Ego defense mechanisms.

Unit 4: Emotions

(15 Hours)

Meaning of emotion, Basic emotional needs, emotional expressions, Dominant emotions, emotional deprivation, Effects on personality.

Unit 5: Adjustment and Development Stages

(10 Hours)

Nature of adjustment, Life stages of adjustment-Infancy, Childhood, Adolescence, Adulthood and Old age.

TEXT BOOK:

1. Karen Grover Dutty Eastwood Atwater, Psychology for living adjustment growth and behaviour today Pearson Education, 2008.

REFERENCE BOOKS:

1. Arun Kumar, Introduction to psychology Anmol Publications Pvt. Ltd, 2002.
2. Dr. R. Bhaskar, Fundamentals of child psychology, Swastik publishers and distributors, 2008.
3. Dalipsingh Emotional Intelligence at work, Response books Advision of sage publications 2006.
4. John w. Santrock, Tata McGraw Adolescence Hill publishing company limited, 2006.
5. Norman L. Munn ,The Fundamental of Human adjustment, Bowdon in College, Houghton Mifin Company- Borton 1961.
6. Richard L. Munger, Changing children's behaviour by changing the people, places and activities in their lives. Prentice Hall of India private Limited, 2007.
7. M. Raja manickam, Abnormal psychology Authors press, 2004.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total(A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1-Quiz**

***C2-Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs.Saritha

**IV SEMESTER
SKILL BASED CORE
COUNSELLING PROCESS - 19S4SB2**
(For those who joined in 2019 onwards)

HOURS/WEEK: 2

CREDIT: 2

COURSE DESCRIPTION

The course is designed to upgrade and enhance the abilities and skill set of students in order to ensure the holistic growth of aspirants and ability to handle the socio-emotional, academic and ethical issues of their self and others with ease and expertise.

COURSE OBJECTIVE/S

To understand the mechanism of counselling process.

To be aware of the skills of a counsellor and various approaches of counselling.

COURSE OUTCOMES (CO)

| No. | Course Outcome | Knowledge Level(According to Bloom's Taxonomy) |
|------|---|--|
| CO 1 | Describe the approaches of counselling process | K1 |
| CO 2 | Interpret the concept of "Self" | K2 |
| CO 3 | Discuss the steps involved in Professional Counselling. | K2 |
| CO 4 | Estimate the Skills and Qualities of Counsellor | K3 |
| CO 5 | Discover the need of Counselling in Specific Situations | K3 |

UNIT 1: APPROACHES TO COUNSELLING

(7 HRS)

Introduction to Approaches, Types– Authoritarian approach and Humanistic approach.

UNIT 2: SELF – CONCEPT

(7 HRS)

Development of Self – Essential conditions for Personality Change – Behavioural Modification.

UNIT 3: COUNSELLING PROCESS (6 HRS)

Counselling Process - Preparation for Counselling – Counselling relationship.

UNIT 4: COUNSELLING INTERACTIONS (5 HRS)

Meaning – Variables affecting the counselling Process – Counsellor's Skill.

UNIT 5: COUNSELLING INTERVIEW (5 HRS)

Meaning – Non Verbal Communication –Relationship Techniques.

TEXT BOOKS:

1.Counselling and Guidance, Narayana Rao, Tata Mc.Graw- Hill Publishing company Ltd, New Delhi, 1991.

REFERENCE BOOKS:

1. Adjustment behavior and personality, Goodstein Lauyon, Arizona State University, 1975.

2.The Fundamental of Human adjustment, Norman L. MunuBowdoninCollege,HoughtonMifflin Company – Bortan, 1961.

3. Abnormal Psychology and Modern Life. James C. Colemon, Scott, Foresman and company,1998.

4. Psychology and Effective behavior. James C. Coleman, Foresman and Company.

5. Counselling and Guidance, Narayana Rao, Tata Mc.Graw- Hill Publishing company Ltd, New Delhi, 1991.

EVALUATIONPATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total(A+B) |
|----|----|----|-----|-----|-------------|-------------|----------------|
| 15 | 15 | 15 | 10 | 25 | 50 | 50 | 100 |

***C1-Assignment**

***C2-CIAPractical**

COURSE DESIGNER:

1. Staff Name: Mrs.K.Saritha

SEMESTER V
S5CC13-SOCIAL RESEARCH
(Batch 2018 onwards)

Hours:6

Credits:6

Objectives:

To cultivate the skills, technical knowledge and scientific approach to understand social reality.

Unit1:SocialResearch: (20Hours)

Definition, objectives, scientific nature of Social Research, Steps of scientific methods, Theory and Research-interrelations, Ethics and Limitations of Social research.

Unit2:ResearchDesign: (15Hours)

Meaning, Need for Research Design, Types- Descriptive, Exploratory, Experimental and Diagnostic

Unit3:Tools of Social Investigation: (20Hours)

Observation-Pilot Study- Questionnaire - pre test and interview schedule, constructing a tool. The art of interviewing, Advantages and disadvantages of observation, questionnaire and interview.

Unit4: Sampling: (15Hours)

Sampling methods-Meaning, types: probability and Non-probability, Sampling Errors.

Unit5:Report Writing: (20Hours)

Editing, Coding and Classification of data, Diagrams and Graphs- Report writing – Mechanics of Report writing

Reference Books:

1. S.P.Gupta, Statistical methods. Sultan Chand and sons, New Delhi, 1986.
2. Murray Morison, Methods in sociology, Longman, London, 1986
3. Clifford Hawkins and Marco Sorgi (Ed.) , Research, Narosha publishing house, New Delhi, 1987.
4. Therese L. Bakera, Doing social Research, Mcgraw Hill Book Company, New York, 1988.
5. Mrs. S. P. Singh, Research Methods in Social Sciences, Kanishka publishers New Delhi – 2002.
6. Earl Babbie Practice of social Research, Thomson Asia pvt.ltd. Singapore,2004.
7. Minhajul hoda, Alim Akhter, Social Research – History, strategies and presentation Nizamuddin khan, Academic excellence, New Delhi ,2008.
8. Pillai RSN. Bagavathi, Statistics Theory and Practice Sultan Chand and sons, New Delhi, 2008.

SEMESTER V
S5CC14-SOCIAL GERONTOLOGY
(Batch 2018 onwards)

Hours :6

Credits:6

Objectives:

To make the students aware of the problems of the old people in the present day situation and its sociological implications.

To develop strategies for creating a healthy atmosphere for the old in the family and society.

Unit 1: Introduction to Social Gerontology (20 Hours)

Nature and Scope of Social Gerontology. Theories of Social Gerontology- Activity Theory, Disengagement Theory, Continuity Theory, Age Stratification Theory, Labelling Theory, Stress and coping theory.

Unit 2: Changes during Old age (15 Hours)

Physical aging: wear and tear theory, changes in body composition, organ systems - Psychological aging: changes in memory and learning - Social aging: Role changes, age norms and role adaptation.

Unit 3: Social Problems Affecting Elders (20 Hours)

Problems-Social, Economic, Physical and Psychological. Effective Adaptation-life satisfaction (Robert Havighurst), Robust aging (Garfein and Herzog) and Good Life (Lawton).

Unit 4: Society and Elderly (15 Hours)

Myths and Realities about ageing. Exchange theory and age discrimination. Multiple jeopardy- older women. Retirement planning Living arrangements for the elderly.

Unit 5: Support System of the Elderly (20 Hours)

Role of family, Government and Non government in the care of elderly, Rights of Elderly – Care and maintenance, Indian Laws and welfare schemes related to Elderly. Palliative Care, Dying and Death, Bereavement

TEXT BOOKS:

1. Krishanandsanwal, Fundamentals of Gerontology Akansha publishing house, New Delhi, 2008.

REFERENCE BOOK:

1. Simone de Behavior, Old Age, Cox and Wyman Ltd. London, 1972.
2. S. IrudayaRajan, U.S. Mishra and P. Sankarasarma, India's Elderly Burden or Challenge ?, sage publications, New Delhi, 1999.
3. L. Thara Bhai, Aging Indian, Perspective Decent Books, New Delhi, 2002.
4. P. V. Ramamurti, Handbook of Indian gerontology, D. Jamuna Serialspublications, New Delhi, 2004.
5. K. Kapoor, India's Elderly, satwanti Kapoor amittal publications, New Delhi, 2004.
6. R. K. A. Subrahmanya, Social Security for the elderly, shiprapublications ,2005.
7. D. P. Saxena, Sociology of Aging, Concept publishing company, New Delhi, 2006.
8. Asiya Nasreen. "Urban elderly – coping strategies and societal responses", Concept publishing company, New Delhi. (2009)

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1- Quiz**

***C2- Assignment**

SEMESTER- V
S5CC15-LAB-V SPSS
(Batch 2018 onwards)

Hours: 8

Credits: 4

Objectives:

To facilitate the students/researchers in solving the statistical problems using SPSS
To train students to use SPSS for their research.

Unit 1: Data and Data Creation [20 Hours]

Research Hypothesis, Operationalising research hypothesis, Variables, Study Variable and Influencing Variables, Measurements, Observations, Data Matrix and Meta Data Matrix; Preparing Meta Data Matrix from Questionnaire, Data Entry Exercise, Illustrate this exercise with an example.

Unit 2: Introduction to SPSS and Descriptive Statistics [20 Hours]

Starting SPSS-SPSS-Main Menus-Working with the Data Editor-SPSS Viewer-Importing and Exporting Data. Variables.

Unit 3: Data Handling [20 Hours]

Inserting variables, Inserting cases, Sorting Cases, Merging Files, Aggregating Cases, Splitting Files, Selecting Cases, Recoding, Computing New Variables , Data and Transform menu, Illustrate this exercise with SPSS.

Unit 4: Statistical Analysis with SPSS I [25 Hours]

Descriptive Statistics: Measures of Central Tendency-Variables Percentiles, Quartiles, Skewness, Kurtosis-using SPSS.Comparing means:one or two samples 't' test , 'z' test,'f' test,chi-square test.

Comparing means:one or two samples 't' test , 'z' test,'f' test,chi-square test.

Unit 5: Statistical Analysis with SPSS II [20 Hours]

Correlation-Nature of Variables-Bivariate/Partial Correlation-Simple Regression& Multiple Regression-Stepwise-R Values-Compound Growth Rate- Graphs.

Text Books:

1. Statistical Methods for Practice and Research - Ajai S.Gaur and Sanjay S.Gaur.

Reference Books:

1. Statistical Analysis Quick Reference Guide Book with SPSS Examples – Alan C.Elliot & Wyanea Woodward
2. SPSS for Introductory Statistics: Use and Interpretation (Fifth Edition), George, Morgan, Nancy L. Leech, Gene W. Gloeckner, Karen C. Barrett.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 20 | 20 | - | - | - | 40 | 60 | 100 |

COURSE DESIGNER:

1. Staff Name: Mrs.V.Sofia Adaikala Mary

S5ME1 – SOCIAL DEMOGRAPHY

(Batch 2018 onwards)

HRS/WEEK: 6

CREDITS: 5

Objective: Learners will be imparted the knowledge of Demographic concepts, Demographic processes and theoretical perspectives in Demography.

Learning Outcome:

Learners will gain knowledge on the key concepts and theoretical approaches of population studies

- Enhance student's ability to analyse the nature of social change, especially related to demographic variables
- Learners will understand the impact and consequences of population policy on societal development.

UNIT I: NATURE AND SCOPE [20 HRS]

Definition, Origin and Development of Social Demography, Nature and scope of population studies, Population structure – age and sex.

UNIT II: SOURCES OF DEMOGRAPHIC DATA [15 HRS]

Census- Meaning, Definition, Origin, Vital Statistics, National Sample survey, U.N.Reports , Qualitative and Quantitative.

UNIT III: DEMOGRAPHIC PROCESSES [20 HRS]

Fertility - Fertilization process, Fecundity, Mortality, Migration – Definition, causes and determinants

UNIT IV: POPULATION THEORY [20 HRS]

Population Theory, Pre-Malthusian, Malthusian Theory, Optimum Theory,
Theory of Demographic Transition - Management Control Mechanism

UNIT V: POPULATION ISSUES AND POPULATION POLICY IN INDIA [15

HRS] India's Population Policy, India's Family welfare programme, Family welfare methods. Causes of population growth, changing trends.

TEXT BOOK:

1. Bhande Asha and Kanithkar Tara, Principles of Population studies, Himalaya Publishing House, Mumbai, 1983.

REFERENCE BOOKS:

1. Raj Hans, Fundamentals of Demography, Surjeet Publications, New Delhi, (1990).
2. Srinivasan R. and Mukaharjee, Dynamics of Population and Family Welfare, Himalaya Publishing House, Mumbai. (1993).
3. Warren Thompson, Lewis David, Population problems, Tata McGraw Hill Publishing Company Ltd. New Delhi. (1994).
4. David N. Heer, Society and Population, Prentice Hall of India Private Ltd, New Delhi. (1994).
5. M.M. Krishna Reddy, Population and Society in India, Kamishka Publishers Distributors, Delhi, (1998).
6. Satish Tiwari Indian population Today and Tomorrow Rawat Publications, Delhi, (1999).
7. Ashish Bose, Indias Billon Plus People, B.R. Publishing Corporation, Delhi,(2001)
8. Shalini Sareen, Urban Population and its Management Ivy Publishing House, Delhi, 2005.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1- Quiz**

***C2- Assignment**

COURSE DESIGNER:

1. Staff Name: **Dr.M.Meenakumari**

SEMESTER V
S5SB3-HEALING THE CHILD WITHIN
(Batch 2018 onwards)

Hours: 2

Credit: 2

Objectives:

To enable the student to introspect and to identify the early childhood experiences and to be healed for better social relationship.

Unit-1: The child within

(6 Hours)

Introduction, **Real self, False self**, Characteristics of real self and false or -co-dependence self
.Development of co-dependency

Unit-2: **Discovering your children within**

(6 Hours)

Discovering your children within Introduction to the six steps of healing, identification of pain, research of pain regress and experience of pain, objectify and interact with pain, grieving the inner child's pain, healing the pain.

Unit-3: **Intimate adult relationships and with children within**

(6 Hours)

Intimate adult relationships and with children within intimacy and ways to create, intimacy with ourselves and with others, the four moments of affirmation

Unit-4: **Healing and Transforming**

(6 Hours)

Healing and Transforming, process of transformation (recovery issues- transformed into) Breaking free of being a victim, the paths to serenity

Unit V: **Practical Exercises**

(6 Hours)

- Risking telling our personal stories.
- Expressing our anger.
- different kinds of Guided imagery
- Verbal and written dialogues.
- Mirror works
- Drawings
- Using pictures from magazines
- Activities
- Rituals
- Use breath and bodywork
- Experience feelings during silence and meditations
- Bring up unresolved issues from the past.
- helping to love our own body
- identify self rejection
- exploring core issues in relationships

- identify your dualistic pattern
- games
- Forgiveness process
- Creating personal bills of rights

TEXT BOOK:

1. Zoe Benjamin The Emotional Problems of Child hood, University of London Press, Ltd, London, 1948.

REFERENCE BOOKS:

1. Cameron. N and Rychalk Joseph, Personality Development and Psychopathology, Houghton Mifflin Company, Boston, 1985
2. Libby G. Cohen, oraine. J. Spencier Assessment of Children and Youth, , Longman, 1998
3. Dalip Singh Emotional Intelligence at Work, Sage Publication, New Delhi, 2001
4. Helen Bee and Denise Boyd Life span Development, Allyn and Bacon, Boston, 2002.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 10 | 25 | 50 | 50 | 100 |

***C1- Assignment**

***C2- CIA Practical**

COURSE DESIGNER:

1. Staff Name: Dr.M.Shapna yasmin

SEMESTER V
S5SB4-EMOTIONAL MATURITY
(Batch 2018 onwards)

Hours: 2

Credit: 2

Objectives:

To make the students- to be aware of the emotional conditions and strengthen the positive self.

Unit 1: (6 Hours)

The acceptance of feeling:

Acceptance, awakening self-acceptance, integrative processing

Unit II: (6Hours)

Feeling through the body:

Self analysis – meditation – physical and mental, methods, techniques to heal the body, reflexology – pranic healing.

Unit III: (6 Hours)

Sexuality:

Meaning, me and my body, sexuality and prejudice, myth and reality of love – sex education - abusive love, sexual addiction, sexual fantasies, victimless sex.

Unit IV: (6 Hours)

Awareness and Acceptance:

Focus on the present, identify your feelings, identify the dualistic pattern, accept yourself, accept your feelings, accept your external

UNIT V: Practical Exercises (6 Hours)

The Therapeutic Encounter

Working on Yourself

Breath

Affirm that you are processing

Self Image

Future orientation / Hope

Past orientation/ Idealizing

Positive attitude

Affirmations

Problem solving

Dream work

TEXT BOOK:

1. Zoe Benjamin The Emotional Problems of Child hood, University of London Press, Ltd, London, 1948.

REFERENCE BOOKS:

1. C.H.Patterson, Counselling the Emotionally Disturbed Harper and Brother, New York, 1958.
2. John Ruskan Emotional Clearing, Rider Publication, London, 1993.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 10 | 25 | 50 | 50 | 100 |

***C1- Assignment**

***C2- CIA Practical**

COURSE DESIGNER:

1. Staff Name: Dr.M.Suganya

III B.A SOCIOLOGY WITH COMPUTER APPLICATIONS
SEMESTER – VI
MAJOR CORE
S6CC16-SOCIOLOGICAL THEORIES

(Batch 2018 onwards)

HRS/WEEK: 6

CREDITS: 6

Objective: Learners will be oriented to have a better understanding of sociological theories and its application to understand social reality.

Learning Outcome:

Learners will be able to understand theory and describe its role in contributing to sociological knowledge.

Students will be able to describe the historical and cultural contexts in which specific theories were developed.

Students will be able to grasp how sociological theories contributes to an understanding of the social world.

Enhances Students to have a wider knowledge and understanding on social, political, economic structures.

UNIT I: AUGUSTE COMTE

[20 HRS]

Theory of Evolution and Progress, The Law of Three stages, Hierarchy of Sciences, Social Statics and Social Dynamics, **Positivism**.

UNIT II: HERBERT SPENCER

[15 HRS]

Science and Society, The Theory of Evolution, Organic Analogy, Military and Industrial Society.

UNIT III: MAX WEBER

[15 HRS]

Ideal Type, Social Action – Authority, Bureaucracy, Class, Status and Power, Protestant Ethic and the Spirit of Capitalism.

UNIT IV: KARL MARX

Dialectic Materialism, Theory of class and class conflict, Alienation.

[20 HRS]

UNIT V: EMILE DURKHIEM

Social Order and Social facts. Social Solidarity- **Mechanical and Organic Solidarity, Theory of**

Suicide, Theory of Religion.

[20 HRS]

TEXT BOOKS:

1. Abraham Francis & Morgan John Henry, Sociological Thought from Comte to Sorokin, Macmillan India Ltd, Madras, (1985).

REFERENCE BOOKS:

1. Shrivastawa R.S, Traditions in Sociological Theory, Rawat Publication, Jaipur, (1991).
2. Don Martindale, The Nature and Types of Sociological Theory, Rawat Publication, Jaipur, (2001).
3. Turner H. Jonathan, The Structure of Sociological Theory, Rawat Publication, Jaipur, (2001).
4. Bert N. Adams and R.A Sydie, Sociological Theory Vistaar Publications New Delhi – (2002).
5. Charles Lemert, Rawat Social Theory, The Multicultural and Classic Readings, Rawat Publications, Jaipur and New Delhi – (2004).
6. Pip Jones, Introduction to Social theory, Atlantic Publisher and Distributors, New Delhi – (2005).
7. M. Francis Abraham, Modern Sociological theory, Oxford University Press, (2008)
8. Tim Delaney, Contemporary Social Theory, Dorling Kindersley Pvt.Ltd, New Delhi, (2008).
9. Jonathan H Turner, The structure of Sociological Theory, 4th Edition, Rawat Publication, (1987).[ISBN-8170330424]
10. Louis A Coser, Masters of Sociological Thought, 2nd Edition, 2012, Rawat Publication [ISBN-9788131605165]

SEMESTER-VI
S6CC17-SOCIAL PSYCHOLOGY
(Batch 2018 onwards)

Hours: 6

Credits:6

Objective:

To enable the students to have a better understanding of behavior in social groups in the changing trend of the society.

Unit 1: Introduction to Social Psychology (15 Hours)

Nature and Scope of Social psychology, Importance of Social Psychology- Social Psychology as an Applied Science, Need for Community psychology.

Unit 2: Social Cognition: (15 Hours)

Social Cognition –Meaning, definition, Mental Short Cuts- Heuristics, Priming and anchoring, Determinants of Social Cognition and Cognitive Changes.

Unit 3: Attitudes: (15 Hours)

Characteristics, Formation, Attitudinal change.

Unit 4: Prejudice and Stereotype: (15 Hours)

Characteristics of prejudice, maintenance of prejudice, stereotype – meaning and types- positive, negative and mixed.

Unit 5: Public Opinion and Propaganda: (15 Hours)

Meaning, characteristics, formation of public opinion, propaganda – principles and media of propaganda.

TEXT BOOKS:

1. Lindgren Henry Clay, An Introduction to Social Psychology, Wiley Eastern Publishers Ltd, New Delhi, 1973.

REFERENCE BOOKS:

2. Back. W. Kust, Social Psychology, John Willy Sons, Inc, New York, 1977.
3. Penner A. Louis, Social Psychology – A contemporary approach, Oxford University press, New York, 1978.
4. Robert. A. Baron and Byrne, Social Psychology, Prentice Hall of India, New Delhi, 2000
5. Paliwal Suprithy, Social Psychology, RBSA publishers, Jaipur, 2002.
6. Nilambar Mukherjee, Social Psychology Dominant Publishers and Distributors, New Delhi – 2004.
7. Dr. Haseen Taj, An Introduction to Social Psychology, Neelkamal publications, New Delhi – 2007.
8. B. Kuppaswamy, Elements of Social Psychology, Konark publishers Pvt Ltd New Delhi – 2008.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

C1- Quiz

***C2- Assignment**

COURSE DESIGNER:

1. Staff Name: Dr.M.Meenakumari

SEMESTER – VI
MAJOR CORE
S6CC18 - WEB DESIGNING USING HTML
(For those who joined from 2018 onwards)

HRS/WEEK: 2

CREDITS: 2

Objective: To make the students to design Web pages. To give introduction to the Internet, an exposure to resources and tools for using managing and creating material for the Internet and World Wide Web.

Learning Outcome:

- Enhances learners to use fundamental skills to maintain web server services required to host a website
- Students will be able to design websites using appropriate security principles, focusing specifically on the vulnerabilities inherent in common web implementations.
- Learners will be able to Create and maintain web media objects using editing software.

UNIT I: BASIC PAGE STRUCTURES AND COLOR [6

HRS] Naming Conventions - **Understanding Tags** – Using Special Characters – Understanding Hexadecimal Color – Using Web Safe Color – Specifying Document Colors

UNIT II: **TEXT AND LINKS [6**

HRS] Formatting Paragraphs – Using Headings – Adding Emphasis – Formatting Fonts – Links to other Web Pages – Adding Links to section within the same page – Adding other types of Links – Changing Link color – Customizing Links

UNIT III: **IMAGES AND LISTS [6**

HRS] Using images in the foreground – Specifying the height & width – Providing alternative Text for images – Linking Images – Using Borders – Aligning Images & text – Adding Space around Text – Using Images in the Background – Lists – Using ordered Lists – unordered lists – Definition Lists – Nesting Lists

UNIT IV: **TABLES AND FRAMES [6**

HRS] Understanding Tables – Creating a Basic Table – Formatting Tables – Formatting Content in Table cells – Using Additional Formatting Techniques – Using Tables for Page Layout – Frames – Understanding Frames – Creating a

Basic frame set – Formatting Frames – Creating Inline Frames – Creating Contents
for Non-frames Capable Browser

UNIT V: FORMS

[6

HRS] Understanding Forms – Creating a Basic Form – Processing Forms –
Additional Formatting Techniques

TEXT BOOK:

1. Wendy Willard, HTML a Beginner's Guide, Tata McGraw Hill Publications
Company Ltd., New Delhi.
Chapters: 2, 3, 4, 5, 6, 8, 9, 10, 11.

REFERENCE BOOK:

1. Andy Holyer, HTML-In easy steps , Galgotia Publications Pvt.Ltd., New Delhi
Reprinted in (1997).
2. [C. Xavier](#), World Wide Web Design with HTML, McGrawHill Education,
New Delhi, 2000.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1- Quiz**

***C2- Assignment**

COURSE DESIGNER:

1. Staff Name: Mrs. V. Sofia Adaikala Mary

SEMESTER-VI
MAJOR CORE
S6CC19 - LAB VI – WEB DESIGNING
(Batch 2018 onwards)

HRS/WEEK: 4

CREDITS: 2

Objective: To make the students to design Web pages. To enhance the learners in generating statistical survey on social issues.

Learning Outcome:

Learners will be able to incorporate aesthetics and formal concepts of layout to design websites that effectively communicate social issues using visual elements.

- Students will be able to design web pages of their choice -
- Learners will be able to design and maintain their blogs –Enhances students to generate statistical social surveys

HTML PROGRAMS USING

1. HTML Basic tags.
2. Marquee.
3. Link tags.
4. Image Maps.
5. Table Tags.
6. Form tags.
7. Frame tags.
8. Text blinking.
9. Creating a web page with current event.
10. Designing a website to generate statistical survey on social issues.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|----|----|----|-----|-----|-------------|-------------|----------------|
| 20 | 20 | - | - | - | 40 | 60 | 100 |

COURSE DESIGNER:

1. Staff Name: Mrs. V. Sofia Adaikala Mary

**SEMESTER-VI
MAJOR ELECTIVE
S6ME2-CRIMINOLOGY
(Batch 2018 onwards)**

HRS/WEEK: 6

CREDITS: 6

Objective: Learners will be enlightened to gain knowledge on theory and practicality of crime and criminal behaviour with sociological perspective.

Learning Outcome:

Students will gain a comprehensive understanding of criminology issues along with a focus on developing solutions.

-Learners will be able to understand the functions of law, police, courts and corrections. -Learners will be enlightened to gain knowledge on theory and practicality of crime and criminal behaviour with sociological perspective

UNIT I: NATURE AND SCOPE OF CRIMINOLOGY [12

HRS] Meaning, Definition, Origin and Development of Criminology, Criminology as a Science. **UNIT II: SCHOOLS OF CRIMINOLOGY [18**

HRS] Pre-Classical School; Classical School; Neo-Classical school; Positive School, and Sociological Theory of Criminal Behaviour.

UNIT III: PAROLE AND PROBATION: [15

HRS] Parole, Meaning, Functions of Parole Board, Conditions of Parole. Probation, Procedure for Probation, Role of Probation Officers.

UNIT IV: POLICE SYSTEM AND JUDICIAL SYSTEM: [15

HRS] Police, Origin of Police System, principles of Policing, Functions of Police, Problems of Police System- Judicial System,-different types of court.

UNIT V: CRIME PREVENTION [15

HRS] Recidivism, Causes of Recidivism, Crime prevention measures - Preventive, Curative and reformatory measures.

Text Book:

1. Paranjape.N.V., Criminology and Penology, Central Law Publications, (2004).

REFERENCE BOOKS:

1. Rajendra Pandey, Social Problems of Contemporary India, Ashish Publications, (1994).

2. Siddique Ahmad, Criminology – Problems and Perspectives, Eastern Book Company, (2001).
3. Ram Ahuja, Social Problems in India, II Edition, Rawat Publications, (2003).
4. Ram Ahuja, Criminology, Rawat Publications, New Delhi, (2011).

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 5 | 5 | 25 | 75 | 100 |

***C1- Quiz**

***C2- Assignment**

COURSE DESIGNER:

1. **Staff Name: Mrs. Saritha**

SEMESTER-VI
MAJOR ELECTIVE
S6ME3-COMPREHENSIVE KNOWLEDGE OF SOCIOLOGY

(Batch 2018 onwards)

HRS/WEEK: 4

CREDITS: 4

Objective: Learners will have wider knowledge on sociological concepts, which in turn helps them in competitive exams.

Learning Outcome:

Students will have a firm understanding of the sociological concepts.

Enhances students to develop the theoretical knowledge in sociology

Learners will get a better understanding about the subject which in turn helps them to excel in competitive exams

CORE COURSES

S1CC1 - Principles of Sociology-I

S2CC4 - Principles of Sociology-II

S3CC7 - Indian Social Institutions

S4CC10 - Social Disorganization & Social Problems

S5CC13 - Social Research & Statistics

S5CC14 - Social Gerontology

S6CC16 - Sociological Theories

S6CC17 - Social Psychology

ALLIED COURSES

S1AC1 - Social Anthropology

S2AC2 - Rural Sociology

S3AC3 - Gender Studies

S4AC4 - Psychology of Adjustment

MAJOR ELECTIVES

S5ME1 - Social Demography

S6ME2 - Criminology

SEMESTER- VI
S6SB5-LEADERSHIP SKILLS

(Batch 2018 onwards)

Hours:2

Credit:2

Objectives:

To explore the leadership qualities and skills within the self and others for greater achievement in life.

Unit 1: Leadership: (6 Hours)

Definition, Meaning, Explanation of Leadership Skills

Unit 2: Attributes of Leadership Skills (6 Hours)

Emotional Intelligence, High Energy level, Self awareness, self regulation,. Motivation, empathy, Commitment, social skills, Open to new ideas , good listener, the ability to challenge the process, Integrity, Vision strategy/Communication, Life –Long living, Self Assessor, Risk taker.

Unit3: (6 Hours)

Conflict Management:

Description, Sources of Conflict, Approach to Conflict –Conquest, Avoidance, Bargaining, Quick Fix

Unit4: (6 Hours)

Feedback-

Giving and Receiving

Unit V: Practical Exercises (6 Hours)

Role play

Games

Group work

Text Book:

1. John Adair, Effective leadership, Rupa and Co, Delhi, 1983.

Reference Books:

1. James Bell, Evaluating Psychological information . Sharpening your critical thinking skills , Howard Community College, Allyn and Bacon, INC.
2. Elizabeth D.Hutchison, Dimensions of Human Behaviour(The changing life course), Pine forge press,London,1999.
3. Karen K.Kirst-Ashman, Charles Zastrow and Vicki Vogel, Understanding Human Behaviour and the social Environment,Brooks/cole Thomson Learning,United States,2001.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 10 | 25 | 50 | 50 | 100 |

***C1- Assignment**

***C2- CIA Practical**

COURSE DESIGNER:

1. Staff Name: Dr.M.Shapna yasmin

SEMESTER- VI
S6SB6-COMMUNICATION SKILLS
(Batch 2018 onwards)

Hours:2

Credit:2

Objectives:

To help the students to acquire the required interactive skills for effective interpersonal relationship.

UNIT I: Language and Communication` [6 HRS]

Importance Of Communication, Verbal And Non-Verbal-Personal, Posture, Gestures, Facial Expression, Eye contact, Space Distancing.

UNIT II: Pattern of Communication: [6 HRS]

One Way and Two Way Communication: Importance of Dialogue, Four Requirements of Dialogue-Turn Taking, Connecting, Mutual Influencing and Co-Creating Outcomes, the Factors of Therapeutic Dialogue

UNIT III: Active Listening: [6 HRS]

The Foundation Of Understanding-Inadequate Listening, Non-Listening, Partial Listening, Tape Recording, Rehearsing And Empathetic Listening-Deal With Feelings, Stick To Here And Now, Non-judgmental, Absence Of Interpretation, Avoid Why Questions, Listening To Body Language.

UNIT IV: Dimensions of Responding [6 HRS]

The Three Dimensions Of Responding skills – Perceptiveness – Know how and Assertiveness. Learning to name the Feeling and Emotion. Use of Open ended questions . The Nature of Challenging and specific challenging skills.

Unit V: Practical Exercises [6 HRS]

- Dialogue
- Role play
- Situational conversation
- Exercise on Body language
- Exercise on Eye contact
- Training on constructive expression

TEXT BOOK:

1. Developing Communication skills, Devashish Roy, Mark Publishers, Jaipur, 2009.

REFERENCE BOOKS:

1. Developing Communication skills, Krishna Mohan and Meera Banerji, Mac Millan India, Ltd, New Delhi, 1990.
2. Professional Communicational Skills, D. K. Pachauri, Aabishra Publishers, Jaipur, 2008.

EVALUATION PATTERN:

| T1 | T2 | TA | *C1 | *C2 | Int. (A) | Ext. (B) | Total (A+B) |
|-----------|-----------|-----------|------------|------------|---------------------|---------------------|------------------------|
| 15 | 15 | 15 | 10 | 25 | 50 | 50 | 100 |

***C1- Assignment**

***C2- CIA Practical**

COURSE DESIGNER:

1. Staff Name: Dr. Sapna Yasmin



Signature of the Head

Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
Assistant Professor & Head
Department of Sociology and Social Work
FATIMA COLLEGE, MADURAI
Tamilnadu-625 018