

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**

**NAME OF THE DEPARTMENT: SOCIOLOGY AND SOCIAL
WORK**

**NAME OF THE PROGRAMME : BA SOCIOLOGY WITH
COMPUTER APPLICATIONS**

PROGRAMME CODE : UASC

ACADEMIC YEAR : 2021-2022

VISION OF THE DEPARTMENT

“To be a Nucleus for Social Transformation and to Create a Society with Equality, Justice and Peace”.

MISSION OF THE DEPARTMENT

To Promote Scientific Understanding of Social Life.
To Educate, Enhance Social Consciousness and Social Values
to Empower the Marginalized.
To Foster the needs of Vulnerable Communities through
Inclusion and Collaboration towards Transformation.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
PEO 2	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
PEO 3	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing excellence within the time framework and demonstrating apt leadership skills
PEO 4	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment

GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

I. SOCIAL COMPETENCE	
GA 1	Deep disciplinary expertise with a wide range of academic and digital literacy
GA 2	Hone creativity, passion for innovation and aspire excellence
GA 3	Enthusiasm towards emancipation and empowerment of humanity
GA 4	Potentials of being independent
GA 5	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
GA 6	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
GA 7	Communicative competence with civic, professional and cyber dignity and decorum
GA 8	Integrity respecting the diversity and pluralism in societies, cultures and religions
GA 9	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
GA 10	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses

GA 11	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
GA 12	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
GA 13	Resilience to rise up instantly from their intimidating setbacks
GA 14	Virtuosity to use their personal and intellectual autonomy in being life-long learners
GA 15	Digital learning and research attributes
GA 16	Cyber security competence reflecting compassion, care and concern towards the marginalised
GA 17	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
II. PROFESSIONAL COMPETENCE	
GA 18	Optimism, flexibility and diligence that would make them professionally competent
GA 19	Prowess to be successful entrepreneurs and employees of trans-national societies
GA 20	Excellence in Local and Global Job Markets
GA 21	Effectiveness in Time Management
GA 22	Efficiency in taking up Initiatives
GA 23	Eagerness to deliver excellent service
GA 24	Managerial Skills to Identify, Commend and tap Potentials
III. ETHICAL COMPETENCE	
GA 25	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society

GA 26	Honesty in words and deeds
GA 27	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
GA 28	Social and Environmental Stewardship
GA 29	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
GA 30	Right life skills at the right moment

PROGRAMME OUTCOMES (PO)

On completion (after three years) of B.A. Sociology with Computer Applications programme, the graduates would be able to

PO 1	Acquire knowledge of fundamental concepts and subject specific academic competency.
PO 2	Enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
PO 3	Think critically, evaluate analytically and apply the expertise of their discipline in real life.
PO 4	Appreciate literary, economic, cultural, socio-psychological and environmental diversity.
PO 5	Pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
PO 6	Acquire employability and entrepreneurial skills
PO 7	Evolve as responsible citizens and leaders.

PROGRAMME SPECIFIC OUTCOMES (PSO)

On completion (after three years) of B.A. Sociology with Computer Applications programme, the graduates would be able to

PSO 1	Understand sociology in sociological perspectives with basic computer knowledge.
PSO 2	Discusses on sociological theoretical perspectives and approaches to social development.
PSO 3	Learners will become digital literates to fit in the contemporary society with sociological imagination.
PSO 4	Undertake advanced courses in sociology, social work, criminology, psychology and computer.
PSO 5	Apply sociological knowledge in understanding and solving social problems.

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

For those who joined in June 2021 onwards

PROGRAMME CODE: UASC

PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS

For those who joined in June 2021 onwards

MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19S1CC1	PRINCIPLES OF SOCIOLOGY	6	4	40	60	100
2.		21S1CC2	SOCIOLOGY INFORMATICS	6	4	40	60	100
3.	II	19S2CC3	SOCIAL DYNAMICS	6	4	40	60	100
4.		21S2CC4	INDIAN SOCIAL MOVEMENTS	6	4	40	60	100
5.	III	19S3CC7	INDIAN SOCIAL INSTITUTIONS	6	4	40	60	100
6.		19S3CC8	MULTIMEDIA AND ITS APPLICATIONS	2	2	40	60	100
7.		19S3CC9	LAB III- PHOTOSHOP AND FLASH	4	2	40	60	100
8.	IV	19S4CC10	SOCIAL DISORGANIZATION AND SOCIAL PROBLEMS	6	4	40	60	100
9.		19S4CC11	VISUAL PROGRAMMING	2	2	40	60	100
10.		19S4CC12	LAB IV- VISUAL PROGRAMMING	4	2	40	60	100
11.	V	19S5CC13	CLASSICAL SOCIOLOGICAL	5	4	40	60	100

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
			THEORIES					
12.		19S5CC14	SOCIAL RESEARCH	5	4	40	60	100
13.		19S5CC15	SOCIAL GERONTOLOGY	5	4	40	60	100
14.		19S5CC16	LAB- V SPSS	5	4	40	60	100
15.		19S6CC17	CONTEMPORARY SOCIOLOGICAL THEORIES	5	4	40	60	100
16.		19S6CC18	SOCIAL PSYCHOLOGY	5	4	40	60	100
17.		19S6CC19	WEB DESIGNING USING HTML	2	2	40	60	100
18.	VI	19S6CC20	LAB VI- WEB DESIGNING	3	2	40	60	100
TOTAL				83	60			

ALLIEDCOURSES- 20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19S1AC1	SOCIAL ANTHROPOLOGY	5	5	40	60	100
2.	II	19S2AC2	RURAL SOCIOLOGY	5	5	40	60	100
3.	III	19S3AC3	GENDER STUDIES	5	5	40	60	100
4.	IV	19S4AC4	PSYCHOLOGY OF ADJUSTMENT	5	5	40	60	100
TOTAL				20	20			

ELECTIVES-15 CREDITS

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	V	19S5ME1 / 19S5ME2	SOCIAL DEMOGRAPHY / SOCIOLOGY OF HEALTH	5	5	40	60	100
2.	VI	19S6ME3 / 19S6ME4	CRIMINOLOGY / SOCIOLOGY OF MEDIA	5	5	40	60	100
3.		19S6ME5 / 19S6ME6	URBAN SOCIOLOGY / INDUSTRIAL SOCIOLOGY	5	5	40	60	100
TOTAL				15	15			

PART - IV - 20 CREDITS

- VALUE EDUCATION
- ENVIRONMENTAL AWARENESS
- NON-MAJOR ELECTIVE
- SKILL BASED COURSES

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	19G1VE	Personal Values	1	1	40	60	100
2.		19S1NME	Integrative Psychology (Offered to other major Students)	2	2	40	60	100
3.	II	19G2VE	Values for Life	1	1	40	60	100
4.		19S2NME	Integrative Psychology (Offered to other major Students)	2	2	40	60	100
5.	III	19G3EE	Environmental Education	1	1	40	60	100
6.		19S3SB1	Principles of Counselling	2	2	40	60	100
7.	IV	19G4EE	Environmental Education	1	1	40	60	100
8.		19S4SB2	Counselling Process	2	2	40	60	100

S. No	SEM.	COURSECODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
9.	V	19S5SB3	Healing the child within	2	2			
10.		19S5SB4	Emotional maturity	2	2			
11.			Value Education	1	-			
12.	VI	19S6SB5	Leadership skills	2	2	40	60	100
13.		19S6SB6	Communication skills	2	2	40	60	100
14.			Value Education	1	-			
TOTAL				20	20			

OFF-CLASS PROGRAMMES - ALL PART-V**SHIFT - I**

S. No	SEM.	COURSECODE	COURSE TITLE	HRS	CRE DIT	TOT. Mks
1.	I - IV	*	Physical Education	30/ SEM	1	100
2.		*	NSS			
3.		*	NCC			
4.		*	Women Empowerment Cell			
5.		*	AICUF			

OFF-CLASS PROGRAMMES**ADD-ON COURSES**

COURSE CODE	COURSE TITLE	HRS .	CRE DITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
19UADCA	COMPUTER APPLICATIONS (offered by the department of PGDCA for Shift I)	40	2	I&II	40	60	100
19UADFC	ONLINE SELF LEARNING COURSES - Foundation Course for Arts	40	2	I	40	60	100
*	ONLINE SELF LEARNING COURSE - Foundation Course for Science	40	2	II	40	60	100
19UADES	Social & Professional Ethics	15	1	III	40	60	100
*	Personality Development	15	1	IV	40	60	100
*	Family Life Education	15	1	V	40	60	100
*	Life Skills	15	1	VI	40	60	100
19UADHR	HUMAN RIGHTS	15	2	V	100	-	100
19UADRS	OUTREACH PROGRAMME - Reach Out to Society through	100	3	V & VI	100	-	100

COURSE CODE	COURSE TITLE	HRS .	CRE DITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
	Action ROSA						
21UAD6PR	PROJECT	30	4	VI	40	60	100
19UADRC	READING CULTURE	10/ Sem este r	1	II-VI	-	-	-
TOTAL			20				

EXTRA CREDIT COURSES

COURSE CODE	COURSE	HR S.	CREDIT S	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MK S	ESE MK S	TOTAL MARK S
21S2SLN2	BASICS OF PSYCHOLOGY for ADVANCED LEARNERS	-	2	-	40	60	100
19UGSLS1	SOCIOLOGY OF EDUCATION ADVANCED for LEARNERS	-	2	-	40	60	100

21H5SLS5	CUTURAL HERITAGE OF INDIA for ADVANCED LEARNERS	-	2	-	40	60	100
	MOOC COURSES / International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Minimu m 2 Credits	I – VI	-	-	

OFF CLASS PROGRAMMES

19UGVAS2 – Value Added Crash Course (Introduction to Counseling Skills)

I B.A**SEMESTER –I***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	19S1CC1	PRINCIPLES OF SOCIOLOGY	6	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.

UNIT –I 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.

UNIT –II Basic Sociological Concepts (15 HRS.)

Society, Community (Self-Study), Institution, Association Culture, Civilization- Definition, meaning and Characteristics.

UNIT –III 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 (Self Study)**, Reference group.

UNIT –IV Social Stratification (15HRS.)

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

UNIT –V Major Social Institutions: (15HRS.)

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

UNIT –VI :DYNAMISM (Evaluation Pattern-CIA only)

Sociological Imagination, Recent trends in Caste System

TEXT BOOK:

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

REFERENCES:

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.

Digital Open Educational Resources (DOER) :

- 1.<https://apuedge.com/the-principles-of-sociology>
- 2.www.sociologyguide.com
- 3.www.yourarticlelibrary.com

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO SOCIOLOGY				
1.1	Definition of Sociology Meaning of Sociology	3	Chalk & Talk	Black Board
1.2	Origin of Sociology	5	Lecture	PPT & White board
1.3	Nature and Scope of Sociology,	7	Lecture	Black Board

1.4	Importance of Sociology	4	Lecture	Black Board
1.5	Relation of Sociology with other social sciences.	6	Discussion	Black Board
UNIT -2 BASIC SOCIOLOGICAL CONCEPTS				
2.1	Definition of Society Meaning of Society	2	Lecture	Black Board
2.2	Definition- Characteristics of Society and Community	3	Chalk & Talk	Black Board
2.3	Definition, Meaning of Institution, Characteristics of Institution	3	Lecture	PPT & White board
2.4	Definition of Association Meaning of Association , Characteristics of Association	3	Lecture	Black Board
2.5	Definition ,Meaning, Characteristics of Culture	4	Lecture	Black Board
2.6	Definition, Meaning, Characteristics of Civilization	3	Discussion	Black Board
UNIT -3 SOCIAL GROUPS				
3.1	Definition, Meaning, Characteristics , Importance of Group	5	Chalk & Talk	Black Board
3.2	Functions of Group	3	Lecture	PPT & White board

3.3	In group and Out group	3	Lecture	Black Board
3.4	Horizontal and vertical group	3	Lecture	Black Board
3.5	Formal and Informal group	3	Discussion	Black Board
3.6	Small and large group, Reference group	3		
UNIT -4 SOCIAL STRATIFICATION				
4.1	Definition, Meaning, Characteristics of Stratification	5	Chalk & Talk	Black Board
4.2	Criteria for Stratification	2	Lecture	PPT & White board
4.3	Caste and Class Stratification	5	Lecture	Black Board
4.4	Social Mobility - Horizontal and Vertical Mobility	3	Lecture	Black Board
UNIT -5 MAJOR SOCIAL INTITUTIONS				
5.1	Definition, Meaning, Characteristics, Functions of Education	5	Chalk & Talk	Black Board
5.2	Definition, Meaning , Characteristics, Functions of Economy	5	Lecture	PPT & White board
5.3	Definition , Meaning , Characteristics, Functions of State	5	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

UG CIA Components

				Nos				
C1	-	Test (CIA 1)	1	-	10	Mks		
C2	-	Test (CIA 2)	1	-	10	Mks		
C3	-	Assignment	1	-	5	Mks		
C4	-	Open Book Test/PPT	2 *	-	5	Mks		
C5	-	Quiz	2 *	-	5	Mks		
C6	-	Attendance		-	5	Mks		

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the Origin of Sociology, its Nature and Scope	K1	PSO1& PSO2
CO 2	Explain the Basic Sociological Concepts	K1, K2,	PSO3
CO 3	Identify different Social Groups and explain its Functions	K1 & K3	PSO4
CO 4	Describe the Social Stratification and its Importance	K1, K2, K3	PO5
CO 5	Differentiate the Major Social Institutions	K2 & K4	PO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	3	2	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	2
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Mrs.V.Sofia Adaikala Mary

Forwarded By
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 Tamilnadu-625 018

I B.A**SEMESTER –I***For those who joined in 2021 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	21S1CC2	SOCIOLOGY INFORMATICS	6	4

COURSE DESCRIPTION

This course will introduce the students to gain knowledge to work with networks, internet, social computing and access to MS-Word and MS-Power point.

COURSE OBJECTIVES

To familiarise the students about the usage of internet and its applications.

To enrich the students to gain hands on training on MS-Word and MS-Power point.

UNITS**UNIT –I INTRODUCTION TO NETWORK AND INTERNET (20 HRS.)**

Introduction to Network, Overview of Network-Types of Network-LAN, WAN. Application of Network, Internet-Protocols and Addressing, Web Browsers, Internet Vs Intranet Vs Extranet.

UNIT –II SOCIAL NETWORKS AND SOCIAL COMPUTING (18 HRS.)

Introduction to Social Networks, newsgroups, discussion groups, video conferencing, Cyber Culture, Cyber security, Computer Virus-worms and threats. Social Computing-Search Engine. Role of Computer in Social Research, Usage of Statistical Package for Social Scientists, Blog Creation and Maintenance, Online Survey, Computer Generated Sampling.

UNIT –III COMPUTER-ASSISTED DATA COLLECTION (15 HRS.)

Computer-Assisted Telephone Interviewing (CATI), Major forms of computer-supported data collection- Computer-Assisted Personal Interviewing(CAPI),

Computerized Self-Administered Questionnaires (CSAQ) ,data-entry programs.

UNIT –IV MS WORD**(20 HRS.)**

Bullets and numbering, Headers and footers, Formatting text, Usage of spell check, grammar, find and replace, Table manipulation, Insert a picture, Designing a cover page, Mail merge- Creating e-mail account, Google accounting, Sending, reading and attaching files in email, Greeting Card Design and Blog Creation.

UNIT –V MS POWERPOINT**(17 HRS.)**

Creating a simple presentation, Using custom Animation, Inserting, Deleting, Renaming and Rearranging Slides, Using Hyperlinks, action buttons (Inserting Hyperlink Action button, Video Link)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Set the Advanced properties of a word document, Inserting a video from You Tube and other sites.

TEXT BOOK:

Course material will be provided by the Course Teacher.

REFERENCE BOOK:

- 1.Alexis Leon and Mathew Leon, *Fundamentals of Information Technology*, Bharati Sahitya Mandir, Palghat, (2000).
- 2.V.Rajaraman, *Fundamentals of Computer*, PHI Learning Private Limited 4th Edition, New Delhi,(2008).
- 3.E.Balagurusamy, *Fundamentals of Computer*, Tata Mcgraw Hill Education Private Limited, NewDelhi,(2009).
- 4.Suresh K Basandra, *Computer Today*, Anmol Publications Private Limited, New Delhi,1995.

Digital Open Educational Resources (DOER) :

- 1.<http://what-when-how.com/sociology/computer-applications-in-sociology/>

2.https://www.researchgate.net/publication/269382067_Application_of_Computer_System_in_the_Study_of_Sociology .

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT – 1 INTRODUCTION TO NETWORK AND INTERNET				
1.1	Introduction to Network	1	Chalk & Talk	Black Board
1.2	Overview of Network	1	Chalk & Talk	Black Board
1.3	Types of Network	1	Lecture	PPT
1.4	Application of Network	1	Lecture	Black Board
1.5	Internet-Protocols and Addressing	1	Lecture	Black Board
1.6	Web Browsers, Internet Vs Intranet Vs Extranet	1	Discussion	Google classroom
UNIT -2 SOCIAL NETWORKS AND SOCIAL COMPUTING				
2.1	Introduction to Social Networks	1	Chalk & Talk	Black Board
2.2	Newsgroups, discussion groups	1	Lecture	PPT
2.3	Video conferencing	1	Chalk & Talk	Black Board
2.4	Cyber Culture Cyber security, Computer Virus-worms and threats	1	Lecture	PPT
2.5	Social Computing-Search Engine, Role of Computer in Social Research	1	Discussion	Google classroom
2.6	Blog Creation and	1	Discussion	Google

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
	Maintenance, Online Survey, Computer Generated Sampling.			classroom
UNIT -3 COMPUTER-ASSISTED DATA COLLECTION				
3.1	Computer-Assisted Telephone Interviewing (CATI)	2	Chalk & Talk	Black Board
3.2	Major forms of computer- supported data collection	1	Lecture	PPT
3.3	Computer-Assisted Personal Interviewing(CAPI)	1	Chalk & Talk	Black Board
3.4	Computerized Self- Administered Questionnaires (CSAQ) ,data-entry programs.	2	Discussion	Google classroom
UNIT -4 MS WORD				
4.1	Bullets and numbering, Headers and footers, Formatting text	1	Chalk & Talk	Black Board
4.2	Usage of spell check, grammar, find and replace	1	Lecture	PPT
4.3	Table manipulation, Insert a picture, Designing a cover page	1	Chalk & Talk	Black Board
4.4	Mail merge- Creating e-mail account, Google accounting, Sending, reading and attaching files in email	2	Chalk & Talk	Black Board
UNIT -5 MS POWERPOINT				
5.1	Creating a simple presentation	2	Chalk & Talk	Black Board
5.2	Using custom Animation	1	Chalk &	Black

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
			Talk	Board
5.3	Inserting, Deleting, Renaming and Rearranging Slides	1	Lecture	PPT
5.4	Using Hyperlinks, action buttons (Inserting Hyperlink Action button, Video Link)	2	Lecture	PPT

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

UG CIA Components

Nos

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the Network and Internet	K1	PSO1
CO 2	Explain the usages of social networks and social computing	K1, K2,	PSO3
CO 3	Utilize the computer assisted data collection	K1 & K3	PSO3
CO 4	Apply the knowledge in MS-Word	K1, K2, K3 &	PSO4
CO 5	Analyse the application of simple presentation	K2 & K4	PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	3	2	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	2
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Mrs.V.Sofia Adaikala Mary

Forwarded By
Dr.M.MEENAKUMARI


 Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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I B.A
SEMESTER –I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
UASC	19S1AC1	SOCIAL ANTHROPOLOGY	5	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

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

Unit- I 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-II 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-III **Marriage (10 HRS.)**

Definition, Meaning **Origin and Development of Marriage (Self Study)**, Forms of Tribal Marriage, Means of Acquiring Mates.

Unit -IV 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(Self Study).**

Unit- V Tribal Problems and Tribal Empowerment Programmes (20HRS.)

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

Unit -VI DYNAMISM (Evaluation Pattern-CIA only)

Life style of tribal in the current scenario - Problems faced by the tribals in the process of Integration.

TEXT BOOK:

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

REFERENCE BOOKS:

- 1.AmiteshwarRatra, 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, NewDelhi,2000.

Digital Open Educational Resources (DOER) :

- 1.www.socialsciences.manchester.ac.uk
- 2.www.discoveranthropology.org.uk
- 3.sociology.iresearchnet.com

COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO SOCIAL ANTHROPOLOGY				
1.1	Definition, Meaning, Nature, Scope, -	4	Chalk & Talk	Black Board
1.2	branches of anthropology	2	Lecture	PPT & White board
1.3	Importance of the study of Social Anthropology	2	Lecture	Black Board
1.4	Basic concepts - Definition, Meaning Culture Traits and Culture Complex	3	Lecture	Black Board
1.5	Types and Processes- Acculturation, Enculturation and Transculturation	4	Discussion	Black Board
UNIT -2 KINSHIP				
2.1	Definition, Meaning, of Kinship	2	Lecture	Black Board
2.2	Types: Consanguineous, affinal kinship	3	Chalk & Talk	Black Board
2.3	Levels of kinship : Primary, secondary, and tertiary	3	Lecture	PPT & White board
2.4	Kinship Usages – Avoidance-joking relationship, Teknonymy, Avunculate, Amitate and Couvade. Kinship Terms – Classificatory and Descriptive.	4	Lecture	Black Board

2.5	Descent – Cognates, Agnates and Uterine kin. Unilateral Descent Group – Lineage, Clan, Phratry and Moiety	3	Lecture	Black Board
UNIT-3 MARRIAGE				
3.1	Definition, Meaning - Marriage	2	Chalk & Talk	Black Board
3.2	Forms of Tribal Marriage	4	Lecture	PPT & White board
3.3	Means of Acquiring Mates	4	Lecture	Black Board
UNIT -4 RELIGIONANDMAGIC				
4.1	Definition ,Meaning – Theories of tribal Religion-	3	Chalk & Talk	Black Board
4.2	Animism, Animatism, Naturism and Totemeism	5	Lecture	PPT & White board
4.3	Forms of Magic – Imitative and Contagious Magic-	4	Lecture	Black Board
4.4	sorcery-witchcraft, black magic and white magic	3	Lecture	Black Board
UNIT -5 TRIBAL PROBLEMS AND TRIBAL EMPOWERMENT PROGRAMMES				
5.1	Approaches to Tribal Problems	5	Chalk & Talk	Black Board
5.2	Welfare Programmes for Tribal Population,	5	Lecture	PPT & White board
5.3	Status of Tribal Population in Modern India	5	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Identify the Nature and Scope of Social Anthropology.	K1	PSO1& PSO2
CO2	Explain the different Types of Kinship.	K2	PSO3
CO3	Discuss the system of Tribal Marriage.	K3	PSO5
CO4	Describe the Tribal Religion and Types of Tribal Magic.	K4	PO4
CO5	Categorizethe Tribal Problems and Welfare Schemes.	K4	PO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	3	3	2	3	3	3	2
C02	3	3	2	3	3	3	3
C03	2	3	3	3	2	3	3
C04	3	3	3	3	2	3	2
C05	3	3	3	3	2	3	2


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.M.Suganya

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**I B.A.
SEMESTER I**

(For those who joined in 2019 onwards)

PROGR AMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDI TS
UASC	19S1NME	INTEGRATIVE PSYCHOLOGY	2	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

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.

UNIT –I Introduction to Human Life Cycle (7 HRS.)

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

UNIT –II Socialization (7 HRS.)

Socialization – Meaning – definition- **Importance of Socialization(Self Study)**– C.H. Cooley’s Theory of Looking Glass Self , Meads theory of Self.Socialization–Agents of Socialization.

UNIT –III Theories of Socialization (5 HRS.)

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

UNIT –IV Attitude (6 HRS)

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

UNIT –V Adjustment and Development Stages of Human Life (5 HRS.)

Adjustment and Development stages – Life stage adjustment – Infancy – Childhood – Adolescence – **Adulthood (Self Study)** – Old age.

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Scope of Psychology, Psychology and Psychiatry

TEXT BOOK

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

REFERENCES:

The Fundamental of Human adjustment, Norman L. Munu Bowdon in College, Houghton Mifflin Company – Bortan, 1961.

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

Digital Open Educational Resources (DOER) :

1. <https://www.hoajonline.com>
2. <https://www.psychologytoday.com>
3. <https://integrativepsychology.net.au>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO HUMANLIFECYCLE				
1.1	Psychology – Meaning – Definition —	2	Chalk & Talk	Black Board
1.2	Human Life cycle – Conception	3	Lecture	PPT & White board
1.3	Prenatal – Postnatal	2	Lecture	Black Board
UNIT -2 SOCIALIZATION				
2.1	Socialization – Meaning – definition	2	Lecture	Black Board
2.2	.H. Cooley's Theory of Looking Glass Self , Meads theory of Self.Socialization–	3	Chalk & Talk	Black Board

2.3	Agents of Socialization	2	Lecture	PPT & White board
UNIT-3 THEORIES OF SOCIALIZATION				
3.1	Personality – Definition – Meaning –	2	Chalk & Talk	Black Board
3.2	Freud's Theory of Human Mind	2	Lecture	PPT & White board
3.3	Self Actualization	1	Lecture	Black Board
UNIT -4 ATTITUDE				
4.1	Attitude - Definition —	1	Chalk & Talk	Black Board
4.2	Characters – Formation of Attitudes	3	Lecture	PPT & White board
4.3	Attitudinal Change	2	Lecture	Black Board
UNIT -5 ADJUSTMENT AND DEVELOPMENT STAGES OF HUMAN LIFE				
5.1	Adjustment and Development stages —	2	Chalk & Talk	Black Board
5.2	Life stage adjustment – Infancy – Childhood – Adolescence, Old age.	3	Lecture	PPT & White board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10
K2	2	2	5	-	-	9	-	9	22.
K3	3	3	-	-	5	11	-	11	27.
K4	3	3	-	5	-	11	-	11	27.
Non Scholastic	-	-	-	-	-		5	5	12.
Total	10	10	5	5	5	35	5	40	100

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify Human Life Cycle.	K1	PSO1& PSO2
CO 2	Describe the Process of Socialization.	K1	PSO3
CO 3	Discuss Personality and its related Theories.	K2	PSO5
CO 4	Describe the Attitude and Attitudinal Change.	K2	PSO4
CO 5	Estimate the Stages of Human Development.	K3	PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Mrs.V.SofiaAdaikalaMary

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I B.A
SEMESTER –II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	19S2CC3	SOCIAL DYNAMICS	6	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 OBJECTIVES

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

To equip learners to have sociological imagination

UNIT –I Social Processes

(10 HRS.)

Cooperation, Competition , Conflict, Accommodation and Assimilation-Meaning, Types and Characteristics.

UNIT –II Socialization

(25 HRS.)

Meaning, Types of Socialization, Stages, 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 –III Social Control

(18HRS.)

Meaning, Importance, Types: Formal: Acts, Legislation, Judiciary, Police, Informal: Family, Religion, Folkways, Culture, Mores, Customs, Beliefs.

UNIT –IV Role and Status

(12 HRS.)

Concept of Role: Meaning and Nature, **Social status(Self Study)**: meaning, definition and nature- types.

UNIT –V Social Change

(25HRS.)

Progress, Evolution, **Revolution(Self Study)**, Development, Change-Meaning. Theories of Social Change- Evolutionary Theory-Auguste Comte-unilinear theory, Herbert Spencer-Social Darwinism, Cyclical Theory-Oswald Spengler-The destiny of civilization and Arnold Toynbee- Challenge and response. Factors of Social Change. **Barriers to Social change(Self Study)**.

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Social Change in Family and Education

TEXT BOOK:

Horton Paul B & Chester L.Hunt – Sociology, Tata McGraw Hill,1968.

C.N.Shankar Rao – Sociology, S. Chand & Co. Ltd., New Delhi,2006.

REFERENCE BOOKS:

Bierstedt Robert, The Social Order, Tata McGraw Hill, Tokyo,1970.

Horton Paul B. & Chester L. Hunt – Sociology, Tata Mc.Graw Hill, Japan,1968.

Smelser, N.J. Sociology, Prentice Hall of India, New Delhi,1988.

Keller, S., and Harper.D, Sociology, Manohar Book Service, New Delhi,1975.

A.W.Green, Sociology, McGraw Hill, New Delhi,1964.

Ogburn and Nimkoff – A Handbook of Sociology, Asia Publishing House, New Delhi,1966.

T.B. Bottomore – Sociology – A Guide to Problems and Literature, Blackie & Son India Ltd., Bombay, 1975.

Digital Open Educational Resources (DOER):

1.www.sciencedirect.com

2.www.meriemam.webster.com

3. www.flexiprep.com

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 SOCIAL PROCESSES				
1.1	Cooperation, , - Meaning, Types and Characteristics	2	Chalk & Talk	Black Board
1.2	Competition , Meaning, Types and Characteristics	2	Lecture	PPT & White board
1.3	Conflict Meaning, Types and Characteristics	2	Lecture	Black Board
1.4	Accommodation and Assimilation, Meaning, Types and Characteristics	4	Lecture	Black Board
UNIT -2 SOCIALIZATION				
2.1	Meaning, Types of Socialization	4	Lecture	Black Board
2.2	Stages of socialization	4	Chalk & Talk	Black Board
2.3	Importance of Socialization	4	Lecture	PPT & White board

2.4	Theories of Socialization – C.H. Cooley's Theory of Looking Glass Self, Mead's Theory of Self	5	Lecture	Black Board
2.5	Freud's Theory of the Human Mind	5	Lecture	Black Board
2.6	Agents of Socialization	3	Discussion	Black Board
UNIT -3 SOCIALCONTROL				
3.1	Meaning, Importance,	4	Chalk & Talk	Black Board
3.2	Types:Formal:Acts, Legislation, Judiciary, Police,	7	Lecture	PPT & White board
3.3	Informal:Family, Religion, Folkways, Culture, Mores, Customs, Beliefs	7	Lecture	Black Board
UNIT -4 ROLEANDSTATUS				
4.1	Concept of Role: Meaning and Nature, meaning, definition and nature- types.	6	Chalk & Talk	Black Board
4.2	Social status meaning, definition and nature-types.	6	Lecture	PPT & White board
UNIT -5 SOCIALCHANGE				
5.1	Progress, Evolution, Development, Change-Meaning	5	Chalk & Talk	Black Board
5.2	Theories of Social Change- Evolutionary Theory-Auguste	8	Lecture	PPT & White board

INTERNATIONAL - UG

	Comte-unilinear theory			
5.3	Herbert Spencer-Social Darwinism, Cyclical Theory-Oswald Spengler-The destiny of civilization and Arnold Toynbee-Challenge and response	8	Lecture	Black Board
5.4	Factors of Social Change.	4	Lecture	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA

Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

UG CIA Components

				Nos				
C1	-	Test (CIA 1)	1	-	10	Mks		
C2	-	Test (CIA 2)	1	-	10	Mks		
C3	-	Assignment	1	-	5	Mks		
C4	-	Open Book Test/PPT	2 *	-	5	Mks		
C5	-	Quiz	2 *	-	5	Mks		
C6	-	Attendance		-	5	Mks		

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify different Social Processes.	K1	PSO1
CO 2	Outline the process of Socialization.	K2	PSO2
CO 3	Identify the different types of Social Control.	K3	PSO3
CO 4	Categorize the nature of Role and Social Status.	K4	PSO4
CO 5	Differentiate the theories of social changes.	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	2	3
CO2	3	3	2	3	3
CO3	3	3	3	2	3
CO4	3	2	3	3	3

CO5	3	3	3	2	3
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Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	3	3	2	3	3
CO3	2	3	3	2	3	3	2
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1


COURSE DESIGNER:



Mrs.V.Sofia Adaikala Mary

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I B.A**SEMESTER – II***(For those who joined in 2021 onwards)*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
UASC	21S2CC4	INDIAN SOCIAL MOVEMENTS	6	4

COURSE DESCRIPTION

This course aims to provide a basic impression to the students about the concept, nature and types of Social Movements with a thrust on the movements witnessed by Indian Society.

COURSE OBJECTIVE

To introduce to the students with the concept of Social Movements and their dynamics

To help them to understand the various approaches in the study of Social Movements

UNIT I: Introduction to Social Movements**(15HRS.)**

Nature, Definitions, Characteristics, Features of Social Movement, Counter Movement, Sociology & Social Movement, Social Change and Social Movement.

UNIT II: Types of Social Movements**(15HRS.)**

Reform, Redemptive, Revolution, Ecological Movement

UNIT III: Theories of Social Movements**(15HRS.)**

Structural -Functional; Marxist; Resource Mobilization Theory; Collective Action Theory, Relative Deprivation, New Social Movements

UNIT IV: Social Movement in India**(15HRS.)**

Social Movement in India with specific reference to social basis, leadership, Ideology and actions: Peasant movement; Labour movement; Dalit movement; Women's movement, Telangana movement

UNIT V: Social Movements, Civil Society and Globalization (15HRS.)

Social Movement and its relationship with State and Civil society; Social movements and impact of Globalization, Debates; Issues of citizenship

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (HRS.)

Present Youth Unrest in Education and Political Institutions.

Textbook(s)

1. Shah, Ghanashyam Social Movements in India, Sage Publication, New Delhi, 1990
2. Rao, M.S.A.edt. ,Social Movements in India 1920-1950, OUP Delhi, 1983

Reference Book(s)

1. Kumar, R.,History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India , New Delhi: Zubban, 1997.
2. Agnihotri, I. and Mazumdar, V., Changing Terms of Political Discourse: Women's Movement in India, in T. K. Oomen (ed.), Social Movements II: Concerns of Equity and Security, New Delhi: OUP,2010.
3. Geetha, V and Rajadurai, S. V., Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar. Delhi: Popular Prakashan, 1998.
4. Dhanagare D. N. Peasants Movements in India, Oxford University Press, 1983
5. Omvelt, Gail Social Movements in India, Rowman& Littlefield, INC, Oxford, 1993
6. Singh, K.S. Tribal Movements in India, Foundation Pub. New Delhi, 1982

Digital Open Educational Resources (DOER) :

<https://blog.ipleaders.in/social-movements-modern-india>

https://www.academia.edu/33298591/Social_movements_in_India

<https://www.yourarticlelibrary.com/india-2/social-movements-in-india>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Introduction to Social Movements				
1.1	Nature, Definitions, Characteristics	4	Chalk & Talk	Black Board
1.2	Features of Social Movement, Counter Movement.	4	Chalk & Talk	PPT & White board
1.3	Sociology & Social Movement	3	Lecture	PPT & White board
1.4	Social Change and Social Movement	4	Lecture	PPT & White board
UNIT -2 : Types of Social Movements				
2.1	Reform, Redemptive,	4	Chalk & Talk	Black Board
2.2	Ecological Movement, Revolution	4	Chalk & Talk	PPT & White board
UNIT -3 : Theories of Social Movements				
3.1	Structural -Functional; Marxist	5	Chalk & Talk	Black Board
3.2	Resource Mobilization Theory; Collective Action Theory	5	Chalk & Talk	PPT & White board
3.3	Relative Deprivation, New Social Movements.	5	Lecture	PPT & White board

UNIT -4 : Social Movement in India				
4.1	Social Movement in India with specific reference to social basis	3	Chalk & Talk	Black Board
4.2	leadership, Ideology and actions	3	Chalk & Talk	Black Board
4.3	Peasant movement; Labour movement	4	Chalk & Talk	PPT & White board
4.4	Dalit movement; Women's movement, Telangana Movement	5	Chalk & Talk	PPT & White board
UNIT -5 : Social Movements, Civil Society and Globalization				
5.1	Social Movement and its relationship with State and Civil society	5	Chalk & Talk	Black Board
5.2	Social movements and impact of Globalization	5	Chalk & Talk	PPT & White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the nature and features of Social Movement.	K1	PSO1& PSO2
CO 2	Describe the types of Social Movement.	K1, K2,	PSO3
CO 3	Analyze the theories of Social Movement	K1 & K3	PSO5
CO 4	Examine the social movements existing in India	K1, K2, K3 &	PSO3
CO 5	Identify the relationship with State and Civil Society.	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	2
CO5	3	3	3	2	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr. M. Shapna Yasmin

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Dr.M.MEENAKUMARI


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I B.A
SEMESTER –II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
UASC	19S2AC2	RURAL SOCIOLOGY	5	5

COURSE DESCRIPTION

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

COURSE OBJECTIVE

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

Unit- I Introduction to Rural Sociology (15 HRS.)

Nature, scope, Importance and characteristics of Rural sociology in India, **Rural settlement pattern**, Rural – urban differences.

Unit- II Power structure in Rural India (12 HRS.)

Traditional Panchayat, panchayat during British period, Origin, Panchayat Raj and Rural development., Changing trends in power structure.

Unit- III Rural Economy (12HRS.)

Agriculture and rural development, Changing occupational structure, role of small scale, cottage industries in rural development, Small and Medium Enterprises, impact of globalization on rural society

Unit -IV Rural social problems (18 HRS.)

Poverty, Rural Indebtedness, illiteracy, **unemployment (Self Study)**, Child labour, **Casteism (Self Study)**, ill health and lack of sanitation.

**Unit- V Rural Welfare programmes in Post -Independence India
(18HRS.)**

IRDP- PMGSY- DWCRA-ICDS-SGSY-IGNOAPS-MGNREGA

Unit VI DYNAMISM (Evaluation Pattern-CIA only)

Farmers Suicide , Urbanization

TEXT BOOK

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

.REFERENCE BOOKS:

Debandra Kumar Das (Ed.), Rural sector and Development, Deep and Deep publications, New Delhi,1999.

J.B. Chitamber, Introductory Rural Sociology, Wiley Eastern Ltd. New Delhi,1990.

S.L.Joshi and P.C.Jain, Rural Sociology, Rawat publications, New Delhi,1999.

S.N. Ambedkar, Integrated Rural Development Programme, Rawat publications, New Delhi, 1994.

M.R. Biju, Dynamics of New panchayat Raj system, Kanishka Distributers, New Delhi, 1998.

Digital Open Educational Resources (DOER):

1. <https://www.ruralsociology.org>
2. <https://us.sagepub.com>
3. <https://www.emeraldgrouppublishing.com>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO RURAL SOCIOLOGY				
1.1	Nature, scope, Importance and characteristics,	6	Chalk & Talk	Black Board

1.2	Rural sociology in India	2	Lecture	PPT & White board
1.3	Rural settlement pattern	3	Lecture	Black Board
1.4	Rural – urbandifferences	4	Lecture	Black Board
UNIT -2 POWER STRUCTURE IN RURAL INDIA				
2.1	Traditional Panchayat, panchayat during British period,	4	Lecture	Black Board
2.2	Origin, Panchayat Raj and Rural development.,	4	Chalk & Talk	Black Board
2.3	Changing trends in power structure	4	Lecture	PPT & White board
UNIT -3 RURAL ECONOMY				
3.1	Agriculture and rural development,	2	Chalk & Talk	Black Board
3.2	Changing occupational structure	2	Lecture	PPT & White board
3.3	role of small scale, cottage industries in rural development,	3	Lecture	Black Board
3.4	Small and Medium Enterprises	3	Lecture	Black Board
3.5	impact of globalization on rural society	2	Lecture	Black Board
UNIT -4 RURAL SOCIAL PROBLEMS				
4.1	Poverty, Rural Indebtedness,	6	Chalk & Talk	Black Board
4.2	illiteracy	3	Lecture	PPT & White board

4.3	Child labour	3	Lecture	Black Board
4.4	ill health and lack of sanitation	6	Lecture	Black Board
UNIT -5 RURAL WELFARE PROGRAMMES IN POST-INDEPENDENCE INDIA				
5.1	IRDP, Jawahar Rozgar Yojana,	6	Chalk & Talk	Black Board
5.2	Women and Child care programmes	6	Lecture	PPT & White board
5.3	Empowerment of rural women, Self Help Groups – MGNREGA	6	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the nature and scope of Rural Sociology.	K1	PSO1
CO 2	Outline the Power structure in Rural India.	K2	PSO2
CO 3	Estimate the types and Importance of Rural Economy.	K3	PSO4
CO 4	Distinguish the Rural Social Problems.	K4	PSO5
CO 5	Connect the relevance of rural welfare programmes in India.	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3
CO2	3	3	2	3	3
CO3	3	3	2	3	3
CO4	3	2	2	3	3
CO5	3	3	3	3	3


Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated - **1**

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	3	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	2
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr. T. GEETHA**Forwarded By****Dr.M.MEENAKUMARI**

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**I B.A.
SEMESTER II**

(For those who joined in 2019 onwards)

PROGR AMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDI TS
UASC	19S2NME	INTEGRATIVE PSYCHOLOGY	2	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

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.

UNIT –I Introduction to Human Life Cycle

(7 HRS.)

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

UNIT –II Socialization

(7 HRS.)

Socialization – Meaning – definition- **Importance of Socialization(Self Study)**– C.H. Cooley’s Theory of Looking Glass Self , Meads theory of Self.Socialization–Agents of Socialization.

UNIT –III Theories of Socialization

(5 HRS.)

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

UNIT –IV Attitude (6 HRS)

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

UNIT –V Adjustment and Development Stages of Human Life (5 HRS.)

Adjustment and Development stages – Life stage adjustment – Infancy – Childhood – Adolescence – **Adulthood (Self Study)** – Old age.

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Scope of Psychology, Psychology and Psychiatry

TEXT BOOK

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

REFERENCES:

The Fundamental of Human adjustment, Norman L. Munu Bowdon in College, Houghton Mifflin Company – Bortan, 1961.

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

Digital Open Educational Resources (DOER) :

1. <https://www.hoajonline.com>
2. <https://www.psychologytoday.com>
3. <https://integrativepsychology.net.au>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO HUMANLIFECYCLE				
1.1	Psychology – Meaning – Definition –	2	Chalk & Talk	Black Board
1.2	Human Life cycle – Conception	3	Lecture	PPT & White board
1.3	Prenatal – Postnatal	2	Lecture	Black Board
UNIT -2 SOCIALIZATION				
2.1	Socialization – Meaning –	2	Lecture	Black Board

	definition			
2.2	.H. Cooley's Theory of Looking Glass Self , Meads theory of Self.Socialization-	3	Chalk & Talk	Black Board
2.3	Agents of Socialization	2	Lecture	PPT & White board
UNIT-3 THEORIES OF SOCIALIZATION				
3.1	Personality – Definition – Meaning-	2	Chalk & Talk	Black Board
3.2	Freud's Theory of Human Mind	2	Lecture	PPT & White board
3.3	Self Actualization	1	Lecture	Black Board
UNIT -4 ATTITUDE				
4.1	Attitude - Definition —	1	Chalk & Talk	Black Board
4.2	Characters – Formation of Attitudes	3	Lecture	PPT & White board
4.3	Attitudinal Change	2	Lecture	Black Board
UNIT -5 ADJUSTMENT AND DEVELOPMENT STAGES OF HUMAN LIFE				
5.1	Adjustment and Development stages —	2	Chalk & Talk	Black Board
5.2	Life stage adjustment – Infancy – Childhood – Adolescence, Old age.	3	Lecture	PPT & White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10
K2	2	2	5	-	-	9	-	9	22.
K3	3	3	-	-	5	11	-	11	27.
K4	3	3	-	5	-	11	-	11	27.
Non Scholastic	-	-	-	-	-		5	5	12.
Total	10	10	5	5	5	35	5	40	100

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify Human Life Cycle.	K1	PSO1& PSO2
CO 2	Describe the Process of Socialization.	K1	PSO3
CO 3	Discuss Personality and its related Theories.	K2	PSO5
CO 4	Describe the Attitude and Attitudinal Change.	K2	PSO4
CO 5	Estimate the Stages of Human Development.	K3	PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Mrs.V.SofiaAdaikalaMary

Dr.M.ShapnaYasmin

Forwarded By
Dr.M.MEENAKUMARI


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 FATIMA COLLEGE, MADURAI
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II B.A
SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S3CC7	INDIAN SOCIAL INSTITUTIONS	CORE	6	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 OBJECTIVES

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.

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(self study)**, 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 (self study).

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

(15HRS)Polity:

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

UNIT VI: DYNAMISM

Role of Communication media in Social Life – Minority Rights in Nation Building

REFERENCES:

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INDIAN SOCIAL ORGANIZATION				
1.1	Basis of Hindu Social Organization.	4	Chalk & Talk	Black Board
1.2	Ashramas and its importance - Purusharthas, Doctrine of Karma.	4	Chalk & Talk	PPT & White board
1.3	Basis of Christianity –concept of sin, concept of birth & Resurrection.	3	Lecture	PPT & White board
1.4	Basis of Islam – Prophethood, Sharia Law.	3	Lecture	Black Board
1.5	Changing trends in Social Organization.	3	Lecture	Black Board
UNIT -2 CASTE SYSTEM				
2.1	Caste system: Origin,	4	Chalk & Talk	Black Board
2.2	Theories – CharecteristicsWesternization.	6	Chalk & Talk	PPT & White board
2.3	Functions. Sanskritisation,	4	Lecture	PPT & White board
2.4	Changing Trends in Caste System	4	Chalk & Talk	Black Board
UNIT -3 MARRIAGEAND FAMILY				
3.1	Philosophy of Hindu Marriage–	4	Chalk & Talk	Black Board

3.2	Marriage among Muslims and Christians.	4	Chalk & Talk	PPT & White board
3.3	Changes in the Marriage System.	4	Lecture	PPT & White board
3.4	Family: Definition, Features of Family, Classification	4	Chalk & Talk	Black Board
3.5	Nuclear and Joint Family,	4	Chalk & Talk	PPT & White board
3.6	Functions and changing Trends in the Family	3	Lecture	PPT & White board
UNIT -4 ECONOMY				
4.1	Economy : Meaning	4	Chalk & Talk	Black Board
4.2	work, fundamentals of work , dimensions of work,	5	Chalk & Talk	Black Board
4.3	division of labour, and impact of modernization and globalization on	4	Chalk & Talk	PPT & White board
4.4	economic system – concept of leisure	4	Chalk & Talk	Black Board
UNIT -5 POLITY				
5.1	Polity: Meaning	5	Chalk & Talk	Black Board
5.2	Types of Political System,	4	Chalk & Talk	PPT & White board
5.3	Voting Process, Welfare State.	4	Lecture	PPT & White board

5.4	Person Centered Political System in India	4	Chalk & Talk	Black Board
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INTERNAL - UG

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ **The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.**

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the basis and importance of Religious Organizations in India.	K1	PSO1& PSO2
CO 2	Describe the Origin and Changing Trends in caste system	K1, K2,	PSO3
CO 3	Estimate the Philosophy of Marriage and Family System in India	K1 & K3	PSO5
CO 4	Examine the Impact of Modernization and Globalization on Indian Economy.	K1, K2, K3 &	PSO3

CO 5	Analyze the nature and Types of Political System	K2 & K4	PSO3
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Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.K.Saritha

Forwarded By
Dr.M.Meenakumari


Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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II B.A
SEMESTER –III

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEEK	CRE DITS
UASC	19S3CC8	MULTIMEDIA AND ITS APPLICATIONS	CORE	2	2

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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

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(self study)**- 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(self study)**, 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.

UNIT VI: DYNAMISM

Multimedia Application – Hypertext Mode

REFERENCES:**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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO MULTIMEDIA AND MULTIMEDIA SOFTWARE				
1.1	Introduction –Definition, Multimedia Usage –Business, schools, home and public places	2	Chalk & Talk	Black Board
1.2	Basic Tools-Text editing and word processing, OCR Software, Painting and drawing, 3-D Modeling	2	Chalk & Talk	LCD
1.3	Animation tools, image editing, sound editing, animation, video and digital movie tools.	2	Lecture	PPT & White board
UNIT -2 MULTIMEDIA BUILDING BLOCKS				
2.1	Text-The Power of meaning-about fonts and faces-using Text in Multimedia	1	Lecture	Black Board
2.2	Computers and Text – Hypermedia and Hypertext – Sound - The power of sound – Multimedia System sounds	2	Chalk & Talk	Black Board
2.3	Digital Audio & MIDI audio – Audio file formats – MIDI Vs Digital Audio, Images – Making Still Images – Color – Image file formats – Animation -	2	Lecture	Black Board
2.4	The power of Motion – Principles of Animation – Animation by computer – Making Animations that work.	1	Lecture	Black Board

UNIT -3 PHOTOSHOP-IMAGE MANAGEMENT				
3.1	Navigation: Know where to go- Images-, Size, Transformation and color adjustment- Modifying and mapping colors, Photo Retouching	2	Chalk & Talk	Black Board
3.2	Scanning old photographs, removing dust and scratches, adding missing elements, adjusting contrast, making a digital archive, Layering your image	2	Chalk & Talk	Black Board
3.3	creating the illusion of depth- Looking at the layers palette- Creating new layers- Blending layers- layer styles- Working with type layers- Consolidating layers.	2	Chalk & Talk	Black Board
UNIT -4 FLASH – ILLUSTRATING				
4.1	Using the stage - layers to add depth to your design -Illustrating with free-form tools - drawing shapes - working with digital color	2	Chalk & Talk	Black Board
4.2	stroke and fill - working with external bitmaps - using eraser tool and graphic filters - working with symbols-graphic, button and movie clips	2	Chalk & Talk	LCD
4.3	Using the library to work with symbols and working with symbol instances	2	Chalk & Talk	Black Board
UNIT -5 FLASH –ANIMATION				
5.1	Understanding the subtle art of animation	1	Chalk & Talk	Black Board
5.2	Introducing frame-by-frame animations - Creating tweened animations	1	Chalk & Talk	LCD

5.3	Animating a mask - Extending a still image through time - Using scenes to organize animated content	4	Lecture	PPT & White board
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INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :
K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse
- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non – Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify The Usages Of Multimedia.	K1	PSO1& PSO2
CO 2	Discuss Different Building Blocks In Multimedia.	K1, K2,	PSO3
CO 3	Compute the Photoshop-Image Management in Multimedia	K1 & K3	PSO5
CO 4	Analyze the importance of flash.	K1, K2, K3 &	PSO3
CO 5	Examine the tools in creating animations	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3

♦ Weakly Correlated -1

♦ Moderately Correlated – 2

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:*M. Suganya***Dr. M. Suganya****Forwarded By****Dr.M.Meenakumari**

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II B.A
SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S3CC9	LAB-III PHOTOSHOP AND FLASH	CORE	4	2

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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

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 (self study)**
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(self study).**

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 PHOTOSHOP				
1.1	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	5	Demonstration/ Lecture	White board
1.2	IMAGE TRANSFORMATION 4. To change the colour and size of an image 5. To do photo	5	Demonstration/ Lecture	White board

	retouching 6. To remove the dust and scratches in an image			
1.3	DEVELOPING APPLICATIONS BY VARIOUS TOOLS AND EFFECTS 7.To design a greeting card 8. Poster making 9. Logo Design 10. Advertisement	5	Demonstration/ Lecture	White board
UNIT -2 FLASH				
2.1	WORKING WITH VARIOUS TOOLS AND LAYERS 1. Creating new layers 2. Free- form drawing tool illustrations 3. Drawing various shapes	5	Demonstration/ Lecture	White board
2.2	WORKING WITH SYMBOLS: 4. Working with graphic and button symbols 5. Creating movie clip symbols	5	Demonstration/ Lecture	White board
2.3	CREATING ANIMATION WITH THE TIMELINE: 6. Creating frame-by-frame and tweened animations 7. Animating a mask 8. Creating animated visual effects with filters	3	Demonstration/ Lecture	White board
2.4	IV.DEVELOPING APPLICATIONS USING VARIOUS TOOLS AND TECHNIQUES: 9. Creating the solar system with movie clips 10. Movie making	2	Demonstration/ Lecture	White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

EVALUATION PATTERN**EVALUATION PATTERN**

NON - SCHOLASTIC			MARKS		
C1	C2	C3	CIA	ESE	Total
15	15	10	40	60	100

C1 – Practical 1**C2** – Practical 2**C3** – Record Note

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the tools to create New Layers	K1	PSO1& PSO2
CO 2	Interpret image transformation by using Photoshop	K1, K2,	PSO3
CO 3	Apply the Photoshop tools in designing	K1 & K3	PSO5
CO 4	Examine the shapes and symbols in flash.	K1, K2, K3 &	PSO3
CO 5	Analyze the animated visual effects	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:
Dr. M.Suganaya

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II B.A

SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S3AC3	GENDER STUDIES	ALLIED	5	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 OBJECTIVES

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.

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)

Velu Nachiyar, Dr.Muthulakshmi Reddy, Sawithri Bai Pulea, **MedhaPadkar (self study)** and **Arundhathi Roy(self study)**

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.

UNIT VI: DYNAMISM

Prevention of Violence against Women – Women Help Line 1091

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION				
1.1	UNIT I: Meaning of Gender Studies: basic concepts - Sex and Gender, Masculinity and Faminity, Gender Studies and Women's studies	5	Chalk & Talk	Black Board
1.2	Theories of Feminism - Radical and Liberal. Empowerment and its components	5	Chalk & Talk	LCD
1.3	political, social, Religious, economic, educational and employment.	5	Lecture	PPT & White board
UNIT -2 INSPIRING WOMEN MODELS IN INDIAN SOCIETY				
2.1	VeluNachiyar, Dr.Muthulakshmi Reddy	5	Chalk & Talk	Black Board
2.2	Sawithri Bai Pulea,	5	Chalk & Talk	Black Board
2.3	MedhaPadkarArundhathi Roy,	5	Lecture	PPT & White Board
UNIT -3 CHANGING TRENDS IN STATUS OF WOMEN				
3.1	Rural – Urban Status	5	Chalk & Talk	Black Board
3.2	Occupational Status, Educational Status	5	Chalk & Talk	Black Board
3.3	Caste Status, Health Status, Gender Discrimination	5	Chalk & Talk	Black Board
UNIT -4 WOMEN AND WORK				
4.1	Problems affecting Gender	5	Chalk &Talk	Black Board
4.2	working women's problem in	5	Chalk &	LCD

	organized and unorganized sector,		Talk	
4.3	dual role, wage discrimination and glass ceiling effect	5	Lecture	PPT & White board
UNIT -5 WOMEN AND LEGISLATION				
5.1	Rights of women concerning property and marriage	5	Chalk & Talk	Black Board
5.2	Women Reservation Bill	5	Chalk & Talk	LCD
5.3	Pre Natal Prevention Act, Vikasa Act.	5	Lecture	PPT & White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1,
in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the Meaning and Scope of Gender Studies.	K1	PSO1& PSO2
CO 2	Explain the role of Women Activists in India	K1, K2,	PSO3
CO 3	Estimate the Status of Indian Women in Different Sectors.	K1 & K3	PSO5
CO 4	Analyze the Impact of Glass Ceiling Effect.	K1, K2, K3 &	PSO3
CO 5	Distinguish various Legislations related to Women.	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3
♦ Weakly Correlated -1

♦ Moderately Correlated – 2

Mapping of COs with Pos


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.K. Saritha

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 Tamilnadu-625 018

II B.A

SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S3SB1	PRINCIPLES OF COUNSELLING	SKILL BASED	2	2

COURSE DESCRIPTION

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

COURSE OBJECTIVES

To train the students with the basic principles of counselling.
To equip the learners with skill of counselling in various fields.

Unit 1: **Counselling** (7 HRS)

Counselling-Meaning-Definition-Scope of Counselling.

Unit 2: **Origin and Growth of Counselling** (7 HRS)

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

Unit 3: **Counselling and Related Fields** (6 HRS)

Psychotherapy – Meaning – Characteristics – **Clinical Psychology** – **Counselling as hygiology**

Unit 4: **Counselling – Expectations and Goals:** (5 HRS)

Expectations of individuals – Counselling Goals – **Achievements of Positive Mental Health(self study).**

Unit 5: **Developmental Tasks** (5 HRS)

Developmental tasks – Adolescence – Erikson's Theory of Psychological Development – **Socio cultural Factors in Socialization(self study).**

UNIT VI: DYNAMISM

District Mental Health Programme – One Stop Centre

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. MunuBowdonin College, Houghton Mifflin 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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 COUNSELLING				
1.1	Counselling-Meaning-Definition-	4	Chalk & Talk	Black Board
1.2	Scope of Counselling.	3	Chalk & Talk	Black Board
UNIT -2 ORIGIN AND GROWTH OF COUNSELLING				

2.1	Origin and Growth of Counselling	3	Chalk & Talk	Black Board
2.2	Mental hygiene Movement - Mental Measurement	2	Chalk & Talk	Black Board
2.3	Important periods in the development of Counselling	2	Chalk & Talk	Black Board
UNIT -3 COUNSELLING AND RELATED FIELDS				
3.1	Psychotherapy – Meaning – Characteristics.	2	Chalk & Talk	Black Board
3.2	Clinical Psychology	2	Chalk & Talk	Black Board
3.3	Counselling as hygiology	2	Lecture	PPT & White board
UNIT -4 COUNSELLING EXPECTATIONS AND GOALS				
4.1	Expectations of individuals – Counselling Goals –	3	Chalk & Talk	Black Board
4.2	Achievements of Positive Mental Health	2	Chalk & Talk	Black Board
UNIT -5 DEVELOPMENTAL TASKS				
5.1	Developmental tasks – Adolescence —	2	Chalk & Talk	Black Board
5.2	Erikson's Theory of Psychological Development	2		
5.3	Socio cultural Factors in Socialization	1	Chalk & Talk	Black Board

INTERNAL - UG

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :
 K1- Remember, K2-Understand, K3-Apply, K4-Analyse
- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the Nature, Scope of Counseling.	K1	PSO1& PSO2
CO 2	Identify the Origin and Growth of Counselling.	K1, K2,	PSO3
CO 3	Discuss the knowledge of Psychotherapy and clinical psychology.	K1 & K3	PSO5
CO 4	Summarize Importance of Positive Mental Health	K1, K2, K3 &	PSO2
CO 5	Estimate the stages of human development.	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3
♦ Weakly Correlated -1

♦ Moderately Correlated – 2

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3
♦ Weakly Correlated -1

♦ Moderately Correlated – 2

COURSE DESIGNER:


Dr. K. Saritha

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Dr.M.Meenakumari


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II B.A SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UASC	19S4CC10	SOCIAL DISORGANISATION AND SOCIAL PROBLEMS	CORE	6	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 OBJECTIVES

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

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

UNIT I : **SOCIAL DISORGANIZATION AND SOCIAL PROBLEMS** (17 HRS)

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

UNIT II: **PROBLEMS OF DEVIANCE** (23 HRS)

Concept of Social Deviance – Crime, Substance Abuse, commercial sex workers – Causes, Consequences and Remedies.

UNIT III: **PROBLEMS AT THE INDIVIDUAL AND FAMILY LEVEL** (17 HRS)

Value Conflicts, Depression, Child Abuse, Divorce, Separation, **Desertion, Single Parenting - Causes, Consequences and Remedies (self study).**

UNIT IV: COMMUNITY PROBLEMS (18 HRS)

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

UNIT V: METHODS OF INTERVENTION (15 HRS)

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

UNIT VI: DYNAMISM

National Crime Investigation Bureau (NCIB) – National Crime Records Bureau (NCRB)

REFERENCES:

1. Ahuja Ram, Social Problems in India, II Edition, Rawat Publications ,Newdelhi,2003.

REFERENCE BOOKS:

2. Prasad B.K., Social Problems,Vol I & II Anmol Publications,Newdelhi,2004.
3. Rajendra Pandey,SocialPrblems of Contemporary India, Ashish Pub,1994.
4. Prof.G.R.Madan,Indian Social Problems-Social Disorganisation and Reconstruction Vol I& II Allied pub,Newdelhi, 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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT – I SOCIAL DISORGANIZATION AND SOCIAL PROBLEMS				
1.1	Definition, Characteristics of Social Disorganization	5	Chalk & Talk	Black Board
1.2	Causes of Social Disorganization	5	Chalk & Talk	LCD
1.3	Social Problems	4	Lecture	PPT & White board
1.4	Merton's Theory of Anomie and Deviance.	3	Lecture	Black Board
UNIT -2 PROBLEMS OF DEVIANCE				
2.1	Concept of Social Deviance	7	Lecture	Black Board
2.2	Causes, Consequences and Remedies of Crime	6	Chalk & Talk	Black Board
2.3	Causes, Consequences and Remedies of Substance Abuse	5	Lecture	Black Board
2.4	Causes, Consequences and Remedies of Commercial Sex workers	5	Lecture	Black Board
UNIT -3 PROBLEMS AT THE INDIVIDUAL AND FAMILY LEVEL				
3.1	Causes Consequences and Remedies of Value conflicts, , Child Abuse	4	Lecture	Black Board
3.2	Causes Consequences and Remedies of Depression	4	Chalk & Talk	Black Board
3.3	Causes Consequences and Remedies of Child Abuse	3	Lecture	Black Board

3.4	Causes Consequences and Remedies of Divorce, Separation,	3	Lecture	Black Board
3.5	Causes Consequences and Remedies of Desertion, Single Parenting	3	Chalk & Talk	Black Board
UNIT -4 COMMUNITY PROBLEMS				
4.1	Causes, Consequences and Remedies. Group Conflict –	5	Chalk & Talk	Black Board
4.2	Causes, Consequences and Remedies. Political, Inter-Communal Conflict	5	Chalk & Talk	LCD
4.3	Causes, Consequences and Remedies. Youth Unrest	4	Lecture	PPT & White board
4.4	Causes, Consequences and Remedies. Terrorism	4	Lecture	Black Board
UNIT -5 METHODS OF INTERVENTION				
5.1	Structure Oriented Method of Intervention	5	Chalk & Talk	Black Board
5.2	Programme Oriented Structure Oriented Method of Intervention	5	Chalk & Talk	LCD
5.3	Role of Government and Voluntary Organizational Efforts.	5	Lecture	PPT & White board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non – Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the causes of Social Disorganizations.	K1	PSO1& PSO2
CO 2	Describe the Problems of Social Deviance.	K1, K2,	PSO3
CO 3	Estimate the social problems at Micro and Macro Level.	K1 & K3	PSO5
CO 4	Analyze the Problems Arises in Community.	K1, K2, K3 &	PSO3
CO 5	Classify the Intervention Methods in Different Sectors.	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/	PS	PSO	PSO	PSO	PSO
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PSO	O1	2	3	4	5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



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II B.A SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
UASC	19S4CC11	VISUAL PROGRAMMING	CORE	2	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 OBJECTIVES

To impart the knowledge related with visual concepts and programs

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

UNIT I: INTRODUCING VB**(6 HRS)**

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

UNIT II: CODE DESIGN**(6HRS)**

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

UNIT III: WORKING WITH CODE**(6 HRS)**

Combining code & controls-List Boxes & Data Lists-Additional Controls(self study)-Dialog Box Basics(self study).

UNIT IV: PROGRAMMING WITH DATA**(6HRS)**

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

UNIT V: DATA REPORTS**(6 HRS)**

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

UNIT VI: DYNAMISM: Executing Programs**REFERENCES:****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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCING VB				
1.1	VB at work – Analyzing VB Programs	2	Chalk &Talk	PPT &White Board
1.2	Controls and Properties	2	Chalk & Talk	LCD
1.3	Examining-Labels, Buttons & Text Boxes.	2	Lecture	PPT & White board
UNIT -2 CODE DESIGN				
2.1	Putting code into VB	2	Lecture	Black Board
2.2	Message & Input Boxes	2	Chalk & Talk	Black Board

2.3	VB Looping	2	Lecture	Black Board
UNIT -3 WORKING WITH CODE				
3.1	Combining code & controls	2	Chalk & Talk	Black Board
3.2	List Boxes & Data Lists.	2	Chalk & Talk	Black Board
3.3	Additional Controls Dialog Box Basics	2	Chalk & Talk	Black Board
UNIT -4 PROGRAMMING WITH DATA				
4.1	Modular Programming and Built-in Function	2	Chalk & Talk	Black Board
4.2	Database Basics The Graphic, Image	2	Chalk & Talk	LCD
4.3	Tool Bar & More Graphics-	1	Chalk & Talk	Black Board
4.4	Printing with VB-object Basics	1	Chalk & Talk	Black Board
UNIT -5 DATA REPORTS				
5.1	Data Environment and Data Report	2	Chalk & Talk	Black Board
5.2	Data Report objects	2	Chalk & Talk	LCD
5.3	Methods and function	2	Lecture	PPT & White board

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall visual programming basics and its components.	K1	PSO1& PSO2
CO 2	Explain code design in visual programming.	K1, K2,	PSO3
CO 3	Identify controls in visual programming.	K1 & K3	PSO5
CO 4	Examine Built-in Function of visual programming	K1, K2, K3 &	PSO3
CO 5	Analyze data reports.	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



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SEMESTER –IV*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UASC	19S4CC12	LAB-IV-VISUAL PROGRAMMING	CORE	4	2

COURSE DESCRIPTION

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

COURSE OBJECTIVES

To equip the learner to develop simple programs.

To develop an application using visual basic.

I. SIMPLE PROGRAMS:**(15HRS)**

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
6. Design a simple calculator

II. DATABASE PROGRAMS:**(10HRS)**

7. Student Mark sheet Preparation.(self study).
8. Pay bill creation.
9. Creation of inventory report of a pharmaceutical company.

III. APPLICATION DEVELOPMENT:**(5HRS)**

10. Mini Projects – Data Base Applications)

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -2 SIMPLE PROGRAMS				
1.1	SIMPLE PROGRAMS: 1.To perform Arithmetic Calculations	3	Demonstration/ Lecture	White board
1.2	2. To calculate simple interest and compound interest	3	Demonstration/ Lecture	White board
1.3	3. To find the factorial of the given number	3	Demonstration/ Lecture	White board
1.4	4.To sort the array of numbers 5. Quiz test preparation 6. Design a simple calculator	5	Demonstration/ Lecture	White board
UNIT -2 DATABASE PROGRAMS				
2.1	DATABASE PROGRAMS: 7. Student Mark sheet Preparation	3	Demonstration/ Lecture	White board
2.2	8. Pay bill creation.	3	Demonstration/ Lecture	White board
2.3	9. Creation of inventory report of a pharmaceutical company	4	Demonstration/ Lecture	White board
UNIT -3 Mini Projects – Data Base Applications				
3.1	Mini Projects – Data Base Applications	5	Demonstration/ Lecture	White board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

EVALUATION PATTERN

NON - SCHOLASTIC			MARKS		
C1	C2	C3	CIA	ESE	Total
15	15	10	40	60	100

C1 – Practical 1

C2 – Practical 2

C3 – Record Note

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe Visual Programming in Arithmetic Calculations	K1	PSO1& PSO2
CO 2	Discover Database Programs	K1, K2,	PSO3
CO 3	Construct inventory report	K1 & K3	PSO5
CO 4	Discover Pay bill	K1, K2, K3 &	PSO3
CO 5	Analyze Data Base Applications in Visual Programming	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1


COURSE DESIGNER:



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II B.A SEMESTER –IV

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE K	CREDIT S
UASC	19S4AC4	PSYCHOLOGY OF ADJUSTMENT	ALLIED	5	5

COURSE DESCRIPTION

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

COURSE OBJECTIVES

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.

UNIT I: **ADJUSTMENT AND INTERPERSONAL RELATIONS** (20HRS)

Definition, characteristics of a well adjusted person, factors and determinants of adjustment. Self-awareness. Self assessment. Importance and factors contributing to Interpersonal Relations.

UNIT II: **MOTIVATION** (15 HRS)

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

UNIT III: **PROBLEMS OF ADJUSTMENT – STRESS** (15 HRS)

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

UNIT IV: **EMOTIONS** (15 HRS)

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

UNIT V: ADJUSTMENT AND DEVELOPMENT STAGES (10HRS)

Nature of adjustment, Life stages of adjustment-Infancy, Childhood, Adolescence, **Adulthood and Old age(self study)**.

UNIT VI: DYNAMISM:

Scope of Psychology, Psychology and Psychiatry

REFERENCES:**TEXT BOOK:**

1. Karen Grover Duddy 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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 ADJUSTMENT AND INTERPERSONAL RELATIONS				
1.1	Definition, characteristics of a well adjusted person,	5	Chalk & Talk	Black Board

1.2	factors and determinants of adjustment.	5	Chalk & Talk	LCD
1.3	Self-awareness. Self assessment.	5	Lecture	PPT & White board
1.4	Importance and factors contributing to Interpersonal Relations	5	Lecture	Black Board
UNIT 2 MOTIVATION				
2.1	Concept of Motivation, Basic needs and drives- hunger, sexuality, Achievement.	5	Lecture	Black Board
2.2	personal and social motives, conscious and unconscious aspects of motivation.	5	Chalk & Talk	Black Board
2.3	Maslow's Hierarchy of Need.	5	Lecture	Black Board
UNIT3 PROBLEMS OF ADJUSTMENT – STRESS				
3.1	Levels of stress, Types and sources of stress,	1	Lecture	Black Board
3.2	Types of Psychological Stress Reactions-	2	Chalk & Talk	Black Board
3.3	Task Oriented reactions, Ego defence mechanisms.	1	Lecture	Black Board
UNIT IV: EMOTIONS				
4.1	Meaning of emotion, Basic emotional needs,	1	Chalk &Talk	Black Board
4.2	emotional expressions, Dominant emotions, emotional deprivation,	1	Chalk & Talk	LCD
4.3	Effects on personality.	4	Lecture	PPT & White board
UNIT 5: ADJUSTMENT AND DEVELOPMENT STAGES				

5.1	Nature of adjustment,	3	Chalk & Talk	Black Board
5.2	Life stages of adjustment- Infancy, Childhood,	3	Chalk & Talk	LCD
5.3	Adolescence, Adulthood and Old age	4	Lecture	PPT & White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.
- ✓

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non – Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the concepts of Adjustment and Importance of Interpersonal Relationship.	K1	PSO1& PSO2
CO 2	Outline the basic needs and drives.	K1, K2,	PSO3
CO 3	Estimate the sources of stress and Ego defense mechanisms.	K1 & K3	PSO5
CO 4	Classify the effects of emotions on personality.	K1, K2, K3 &	PSO2
CO 5	Compare the stages of human development..	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Dr. K. Saritha

Forwarded By
Dr.M.Meenakumari



Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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FATIMA COLLEGE, MADURAI
 Tamilnadu-625 018

II B.A
SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UASC	19S4SB2	COUNSELLING PROCESS	SKILL BASED	2	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 OBJECTIVES

To understand the mechanism of counselling process.

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

UNIT I: Approaches to Counselling (7 HRS)

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

UNIT II: Self – Concept (7 HRS)

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

UNIT III: Counselling Process (6 HRS)

Counselling Process - Preparation for Counselling – Counselling relationship.

UNIT IV: Counselling Interactions (5 HRS)

Meaning – Variables affecting the counselling Process – **Counsellor's Skill (self study).**

UNIT V: Counselling Interview (5 HRS)

Meaning – **Non Verbal Communication(self study)** –Relationship Techniques.

UNIT VI: DYNAMISM:

Grief Counselling, Tele counselling

REFERENCES:

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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 APPROACHES TO COUNSELLING (7 HRS)				
1.1	Introduction to Approaches,	3	Chalk & Talk	Black Board
1.2	Types– Authoritarian approach	2	Chalk & Talk	Black Board
1.3	and Humanistic approach	2	Lecture	PPT & White board
UNIT -2 SELF – CONCEPT (7 HRS)				
2.1	Development of Self	3	Chalk & Talk	Black Board
2.2	Essential conditions for Personality Change	2	Chalk & Talk	Black Board

2.3	Behavioural Modification	2	Chalk & Talk	Black Board
UNIT -3 COUNSELLING PROCESS (6 HRS)				
3.1	Counselling Process	2	Chalk & Talk	Black Board
3.2	Preparation for Counselling	2	Chalk & Talk	Black Board
3.3	Counselling relationship	2	Lecture	PPT & White board
UNIT -4 COUNSELLING INTERACTIONS(5 HRS)				
4.1	Meaning – Variables affecting the counselling Process	4	Chalk & Talk	Black Board
4.2	Counsellor's Skill	1	Chalk & Talk	Black Board
UNIT -5 COUNSELLING INTERVIEW (5 HRS)				
5.1	Meaning – Non Verbal Communication	3	Chalk & Talk	Black Board
5.2	Relationship Techniques.	2	Chalk & Talk	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks	CIA Total	% of Assessment
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							C6		
	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse
- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non – Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the approaches of counselling process	K1	PSO1& PSO2
CO 2	Interpret the concept of "Self"	K1, K2,	PSO3
CO 3	Discuss the steps involved in Professional Counselling.	K1 & K3	PSO5
CO 4	Estimate the Skills and Qualities of Counsellor	K1, K2, K3 &	
CO 5	Discover the need of Counselling in Specific Situations	K2 & K4	

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2


♦ Weakly Correlated -1

COURSE DESIGNER:



Dr. K. Saritha

**Forwarded By
Dr.M.Meenakumari**



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III B.A**SEMESTER –V***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	19S5CC13	CLASSICAL SOCIOLOGICAL THEORIES	5	4

COURSE DESCRIPTION

This course gives conceptualize and help the learners to apply their sociological imagination to explain social issues from a social structural and critical perspective.

COURSE OBJECTIVES

To enable the learners to have a better understanding of sociological theories and its application to understand social reality.

To equip the learners to understand and critically evaluate the contribution of the early thinkers.

UNIT I: AUGUSTE COMTE [15 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 [15 HRS]

Dialectic Materialism, Theory of class and class conflict, Alienation

UNIT V: EMILE DURKHIEM [15 HRS]

Social Order and Social facts. Social Solidarity- Mechanical and Organic Solidarity

Theory of Suicide, Theory of Religion.

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. Franis Abraham, Modern Sociological theory, Oxford University Press, (2008)
8. Tim Delaney, Contemporary Social Theory, Dorling Kindersley Pvt.Ltd, NewDelhi, (2008).
9. Jonathan H Turner, The structure of Sociological Theory, 4th Edition, Rawat Publication, (1987).[ISBN-8170330424]
10. Lowis A Coser, Masters of Sociological Thought, 2nd Edition, 2012, Rawat Publication [ISBN-9788131605165]

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 AUGUSTE COMTE				
1.1	The Law of Three stages	3	Chalk & Talk	Black Board
1.2	Hierarchy of Sciences	3	Chalk & Talk	Black Board
1.3	Social Statics	3	Lecture	Black Board
1.4	Social Dynamics	3	Lecture	Black Board
1.5	Positivism	3	Lecture	Black Board
UNIT -2 HERBERT SPENCER				
2.1	Science and Society	5	Lecture	Black Board
2.2	The Theory of Evolution	5	Chalk & Talk	Black Board
2.3	Organic Analogy	5	Lecture	Black Board
UNIT -3 MAX WEBER				
3.1	Ideal Type	3	Black Board	Black Board
3.2	Social Action–Authority	3	Black Board	Black Board
3.3	Class	3	Black Board	Black Board
3.4	Status and Power	3	Black	Black

			Board	Board
3.5	Protestant Ethic and the Spirit of Capitalism	3	Black Board	Black Board
UNIT -4 KARLMARX				
4.1	Dialectic Materialism	5	Lecture	Black Board
4.2	Theory of class and class conflict	5	Chalk & Talk	Black Board
4.3	Alienation	5	Chalk & Talk	Black Board
UNIT -5 EMILEDURKHIEM				
5.1	Social Order	1	Lecture	Black Board
5.2	Social facts	2	Chalk & Talk	Black Board
5.3	Social Solidarity	3	Lecture	Black Board
5.4	Mechanical Solidarity	3	Lecture	Black Board
5.5	Organic Solidarity	3	Chalk & Talk	Black Board
5.6	Theory of Religion	3	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the historical and cultural contexts in which specific theories were developed.	K1	PSO 1
CO 2	Discuss social, political, economic structures of society.	K2	PSO2
CO 3	Identify the structure and functions of social world	K3	PSO5
CO 4	Classify the major sociological perspectives	K4	PSO 5
CO 5	Analyze sociological theories in social research	K4	PSO 1

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	2
CO3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr. M. Suganya

Forwarded By
Dr.M.MEENAKUMARI

Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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III B.A
SEMESTER –V
For those who joined in 2019

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
UASC	19S5CC14	SOCIAL RESEARCH	5	4

UNIT I: SOCIAL RESEARCH [15 HRS]

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

UNIT II: RESEARCH DESIGN [15 HRS]

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

UNIT III: TOOLS OF SOCIAL INVESTIGATION [15 HRS]

Observation-Pilot Study- Questionnaire - pre test and interview schedule, constructing a tool. The art of interviewing, Advantages and disadvantages of observation, questionnaire and interview. Content analysis, case study, social survey, qualitative and quantitative methods.

UNIT IV: SAMPLING [15 HRS]

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

UNIT V: DATA PROCESSING AND REPORT WRITING [15 HRS]

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

TEXT BOOKS:

1. Methodology and Techniques of Social Research, T.S. Wilkinson, P.L Bhandarkar, Himalaya Publishing House, 2010

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).
9. Moser and Kalton [1971, 1985], Survey methods in Social Investigation, Ashgate Dartmouth 1985.
10. T.S Wilkinson, P.L. Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House, 2003 [ISBN: 8178666022, 9788178666020]
11. Claire Selltiz [et.al], Research Methods in Social Relations, Holt, Rinehart and Winston, New York, 1965.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 SOCIAL RESEARCH				
1.1	Definition	3	Chalk & Talk	Black Board
1.2	objectives	3	Chalk & Talk	Black Board
1.3	Scientific nature of Social Research	3	Lecture	Black Board
1.4	Steps of scientific methods	3	Lecture	Black Board
1.5	Theory and Research-interrelations	3	Chalk & Talk	Black Board
UNIT -2 RESEARCH DESIGN				
2.1	Meaning	3	Lecture	Black Board
2.2	Types-Descriptive	3	Chalk & Talk	Black Board
2.3	Exploratory	3	Specimen	Black Board
2.4	Experimental	3	Chalk & Talk	Black Board
2.5	Diagnostic	3	Lecture	Black Board
UNIT -3 TOOLSOFSOCIALINVESTIGATION				
3.1	Observation	1	Lecture	Black Board
3.2	Pilot Study	1	Chalk & Talk	Black Board
3.3	Questionnaire	1	Lecture	Black

				Board
3.4	Pre test	1	Chalk & Talk	Black Board
3.5	Interview schedule	1	Lecture	Black Board
3.6	constructing a tool	1	Chalk & Talk	Black Board
3.7	The art of interviewing	1	Lecture	Black Board
3.8	Questionnaire and interview	3	Chalk & Talk	Black Board
3.9	Content analysis	1	Lecture	Black Board
3.10	case study	1	Chalk & Talk	Black Board
3.11	social survey	1	Lecture	Black Board
3.12	qualitative and quantitative methods	2	Chalk & Talk	Black Board
UNIT-4 SAMPLING				
4.1	Meaning	5	Chalk & Talk	Black Board
4.2	Types: probability and non-probability	5	Lecture	Black Board
4.3	Sampling Errors.	5	Chalk & Talk	Black Board
UNIT-5 DATA PROCESSING AND REPORT WRITING				
5.1	Coding and Classification of data	5	Lecture	Black Board
5.2	Report writing	5	Chalk & Talk	Black Board
5.3	Mechanics of Report writing	5	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the Nature and Scope of Social Research	K1	PSO1
CO 2	Outline the need and types of Research Design	K2	PSO 4
CO 3	Construct the tools for Social Investigation.	K3	PSO 5
CO 4	Analyze need based Sampling Methods	K4	PSO 4
CO 5	Discover the Sociological Report with a firm understanding about the Social World.	K4	PSO 2

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	2	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	2	3	3	3	3
CO3	3	3	3	3	2	3	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	3	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.M.Suganya

Forwarded By
Dr.M.MEENAKUMARI



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III B.A**SEMESTER -V***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
UASC	19S5CC15	SOCIAL GERONTOLOGY	5	4

COURSE DESCRIPTION

This course analyzes the social aspects of aging in by giving an introduction to the field of gerontology, its history, theories, and research methods.

COURSE OBJECTIVES

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

To equip the learners to explores the sociological aspects of aging.

UNIT I: Introduction to Social Gerontology [15 HRS]

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 II: Changes during Old age [15 HRS]

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 III: Social Problems Affecting Elders [15 HRS]

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

UNIT IV: Society and Elderly [15 HRS]

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

UNIT V: Support System of the Elderly**[15 HRS]**

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)

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO SOCIAL GERONTOLOGY				
1.1	Introduction to Social Gerontology	2	Chalk & Talk	Black Board
1.2	Scope of Social Gerontology	2	Lecture	Black Board
1.3	Theories of Social Gerontology	2	Chalk & Talk	Black Board
1.4	Activity Theory	1	Lecture	Black Board
1.5	Disengagement Theory	1	Chalk & Talk	Black Board
1.6	Continuity Theory	1	Lecture	Black Board

1.7	Age Stratification Theory	2	Chalk & Talk	Black Board
1.8	Labelling Theory	2	Discussion	Black Board
1.9	Stress and coping theory	2	Lecture	Black Board
UNIT -2 CHANGES DURING OLD AGE				
2.1	Physical aging	2	Lecture	Black Board
2.2	wear and tear theory	1	Chalk & Talk	Black Board
2.3	changes in body composition	3	Chalk & Talk	Black Board
2.4	organ systems	3	Lecture	Black Board
2.5	Psychological aging	3	Chalk & Talk	Black Board
2.6	changes in memory and learning	3	Lecture	Black Board
UNIT -3 SOCIAL PROBLEMS AFFECTING ELDERLY				
3.1	Economic	2	Chalk & Talk	Black Board
3.2	Physical	2	Lecture	Black Board
3.3	Psychological	2	Chalk & Talk	Black Board
3.4	Effective Adaptation	2	Lecture	Black Board
3.5	Life satisfaction (Robert Havighurst)	2	Chalk & Talk	Black Board
3.6	Robust aging (Garfein and Herzog)	3	Lecture	Black Board
3.7	Good Life (Lawton)	2	Chalk & Talk	Black Board

UNIT -4 SOCIETY AND ELDERLY				
4.1	Exchange theory	2	Chalk & Talk	Black Board
4.2	age discrimination	1	Lecture	Black Board
4.3	Multiple jeopardy- older women	2	Chalk & Talk	Black Board
4.4	Retirement	3	Lecture	Black Board
4.5	Planning	3	Chalk & Talk	Black Board
4.6	Living arrangements for the elderly	4	Chalk & Talk	Black Board
UNIT -5 SUPPORT SYSTEM OF THE ELDERLY				
5.1	Government and Non government in the care of elderly	2	Chalk & Talk	Black Board
5.2	Rights of Elderly	2	Lecture	Black Board
5.3	Care and maintenance	2	Chalk & Talk	Black Board
5.4	Indian Laws and welfare schemes related to Elderly	2	Lecture	Black Board
5.5	Palliative Care	2	Chalk & Talk	Black Board
5.6	Dying and Death	3	Chalk & Talk	Black Board
5.7	Bereavement	2	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the nature, scope and theories of Social Gerontology	K1	PSO 1
CO 2	Classify the physical, psychological and social changes of elderly	K2	PSO 2
CO 3	Discover the problems faced by the elderly	K3	PSO 5
CO 4	Analyze the status of elderly in the society	K4	PSO 4
CO 5	Examine the support systems of the elderly.	K4	PSO 5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	2	3
CO5	3	3	2	3	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1


Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.K.Saritha**Forwarded By****Dr.M.MEENAKUMARI**


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III B.A
SEMESTER -V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS /WEEK	CREDITS
UASC	19S5CC16	LAB- V SPSS	5	4

COURSE DESCRIPTION

SPSS is a powerful general purpose statistical package with high quality graphics and tabulation facilities, and a reputation for being relatively user-friendly. This course is for beginners. Basic concepts and use of SPSS will be introduced.

COURSE OBJECTIVES

To facilitate the students/researchers in solving the statistical problems using SPSS

To train the students to use SPSS for their research.

UNIT I: Data and Data Creation

[15 HRS]

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 II: Introduction to SPSS and Descriptive Statistics

[15 HRS]

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

UNIT III: Data Handling

[15 HRS]

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 IV: Statistical Analysis with SPSS I

[15 HRS]

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.

UNIT V: Statistical Analysis with SPSS II

[15 HRS]

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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Data and Data Creation				
1.1	Research Hypothesis	2	Demonstration/ Lecture	White board
1.2	Operationalising research hypothesis	2	Demonstration/ Lecture	White board
1.3	Variables	2	Demonstration/ Lecture	White board
1.4	Study Variable and Influencing Variables	1	Demonstration/ Lecture	White board
1.5	Measurements	1	Demonstration/ Lecture	White board
1.6	Observations	1	Demonstration/ Lecture	White board

1.7	Data Matrix and Meta Data Matrix	2	Demonstration/ Lecture	White board
1.8	Preparing Meta Data Matrix from Questionnaire	2	Demonstration/ Lecture	White board
1.9	Illustrate this exercise with an example.	2	Demonstration/ Lecture	White board
UNIT -2 Introduction to SPSS and Descriptive Statistics				
2.1	Starting SPSS	4	Demonstration/ Lecture	White board
2.2	SPSS-Main Menus	4	Demonstration/ Lecture	White board
2.3	Working with the Data Editor	4	Demonstration/ Lecture	White board
2.4	SPSS Viewer	3	Demonstration/ Lecture	White board
UNIT -3 Data Handling				
3.1	Inserting cases	2	Demonstration/ Lecture	White board
3.2	Sorting Cases	2	Demonstration/ Lecture	White board
3.3	Merging Files	1	Demonstration/ Lecture	White board
3.4	Aggregating Cases	1	Demonstration/ Lecture	White board
3.5	Splitting Files	1	Demonstration/ Lecture	White board
3.6	Selecting Cases	1	Demonstration/ Lecture	White board
3.7	Recoding	1	Demonstration/ Lecture	White board
3.8	Computing New Variables	1	Demonstration/ Lecture	White board

			Lecture	board
3.9	Data and Transform menu	1	Demonstration/ Lecture	White board
3.10	Illustrate this exercise with SPSS	4	Demonstration/ Lecture	White board
UNIT -4 Statistical Analysis with SPSS I				
4.1	Descriptive Statistics: Measures of Central Tendency	2	Demonstration/ Lecture	White board
4.2	Variables Percentiles	2	Demonstration/ Lecture	White board
4.3	Quartiles	1	Demonstration/ Lecture	White board
4.4	Skewness	1	Demonstration/ Lecture	White board
4.5	Kurtosis-using SPSS	1	Demonstration/ Lecture	White board
4.6	Comparing means:one or two samples 't' test	1	Demonstration/ Lecture	White board
4.7	'z' test	1	Demonstration/ Lecture	White board
4.8	'f' test	1	Demonstration/ Lecture	White board
4.9	Chi-square test	1	Demonstration/ Lecture	White board
UNIT -5 Statistical Analysis with SPSS II				
5.1	Correlation	2	Demonstration/ Lecture	White board
5.2	Nature of Variables	2	Demonstration/ Lecture	White board
5.3	Bivariate Correlation	2	Demonstration/ Lecture	White board

5.4	Partial Correlation	1	Demonstration/ Lecture	White board
5.5	Simple Regression	1	Demonstration/ Lecture	White board
5.6	Multiple Regression	1	Demonstration/ Lecture	White board
5.7	Stepwise-R Values	1	Demonstration/ Lecture	White board
5.8	Compound Growth Rate	2	Demonstration/ Lecture	White board
5.9	Graphs	3	Demonstration/ Lecture	White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Schola stic Marks	Non Schol astic Marks C6	CIA Tota l	% of Assessmen t
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Ass ign me nt 5 Mk s	OBT/ PPT 5 Mks	35 Mks.	5 Mks.	40M ks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

EVALUATION PATTERN

NON - SCHOLASTIC			MARKS		
C1	C2	C3	CIA	ESE	Total
15	15	10	40	60	100

C1 – Practical 1

C2 – Practical 2

C3 – Record Note

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the importance of statistical usage in social research	K1	PSO 1
CO 2	Classify the data view and variable view.	K2	PSO 2
CO 3	Estimate the different options available in data handling	K3	PSO 4
CO 4	Categorize the data and use the appropriate tests in SPSS	K4	PSO 4
CO 5	Analyze the tests, graphs and to write interpretation	K4	PSO 5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	2	3
CO5	3	3	3	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1


Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	2	3	3	2	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

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III B.A
SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HR S/WE EK	CRE DITS
UASC	19S5ME1	SOCIAL DEMOGRAPHY	5	5

COURSE DESCRIPTION

The course emphasizes the impact of population processes and events on human societies. The course is designed to introduce students to basic concepts of demographic measurement and theories related to population. It facilitates the understanding of how social and demographic factors interact to create societal problems throughout the world.

COURSE OBJECTIVES

To equip the Learners with the knowledge of Demographic concepts, Demographic processes and theoretical perspectives in Demography.
To make the learners to have a critical outlook on population policies.

UNIT I: NATURE AND SCOPE

[15 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

[15 HRS]

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

UNIT IV: POPULATION THEORY**[15 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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 NATURE AND SCOPE				
1.1	Origin of Social Demography	1	Chalk & Talk	Black Board

1.2	Development of Social Demography	1	Chalk & Talk	Black Board
1.3	Nature of population studies	4	Lecture	Black Board
1.4	Scope of population studies	1	Lecture	Black Board
1.5	Population structure – age and sex	1	Lecture	Black Board
UNIT -2 SOURCES OF DEMOGRAPHIC DATA				
2.1	Census- Meaning	1	Lecture	Black Board
2.2	Census- Definition	1	Chalk & Talk	Black Board
2.3	Census- Origin	1	Lecture	Black Board
2.4	National Sample survey	3	Chalk & Talk	Black Board
2.5	U.N. Reports	3	Lecture	Black Board
2.6	Qualitative	3	Chalk & Talk	Black Board
2.7	Quantitative	3	Lecture	Black Board
UNIT-3 DEMOGRAPHIC PROCESSES				
3.1	Fertilization process	3	Chalk & Talk	Black Board
3.2	Mortality	3	Lecture	Black Board
3.3	Migration- Definition	3	Chalk & Talk	Black Board
3.4	Migration- causes	3	Lecture	Black Board

3.5	Migration -determinants	3	Chalk & Talk	Black Board
UNIT-4 POPULATION THEORY				
4.1	Population Theory	1	Lecture	Black Board
4.2	Pre-Malthusian	2	Chalk & Talk	Black Board
4.3	Malthusian Theory	3	Lecture	Black Board
4.4	Optimum Theory	3	Chalk & Talk	Black Board
4.5	Theory of Demographic Transition	3	Lecture	Black Board
4.6	Management Control Mechanism	3	Chalk & Talk	Black Board
UNIT-5 POPULATION ISSUES AND POPULATION POLICY IN INDIA				
5.1	India'sPopulationPolicy	3	Lecture	Black Board
5.2	India's Family welfare programme	4	Chalk & Talk	Black Board
5.3	Causes of population growth	4	Lecture	Black Board
5.4	Changing trends	4	Chalk & Talk	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Test (CIA 1)	1	-	10 Mks
C2	-	Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the nature and scope of Social Demography	K1	PSO1
CO 2	Interpret the source and importance of Demography data	K2	PSO 4
CO 3	Estimate the impact and consequences of development	K3	PSO 1
CO 4	Connect the major theories related to Social Demography.	K4	PSO 5
CO 5	Analyze India's population policies	K4	PSO 5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	2	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	2
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

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III B.A**SEMESTER –V***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HR S/ WE EK	CRE DITS
UASC	19S5ME2	SOCIOLOGY OF HEALTH	5	5

COURSE DESCRIPTION

This course paper represents the critical examination of sociological perspectives on health and illness. This course reviews various topics pertinent to the social organization of health, illness and medicine.

COURSE OBJECTIVES

To enable the students to understand the importance of health from a sociological perspective.

To expose the students to the various communities Health programmes.

UNIT I: Introduction**[20 HRS]**

Sociology of Health – Origin and Growth - Nature and scope.

UNIT II: Health**[15 HRS]**

Health – Definition-Dimensions of health – Determinants of Health – Indicators of Positive Health.

UNIT III: Social Organization and Health**[15 HRS]**

Social Organization and Health- Family and Health- Cultural factors and Health – Doctor-Patient relationship.

UNIT IV: Health Education**[15 HRS]**

Health Education – Meaning –Definition-Approaches to health education- Contents of Health Education.

UNIT V: Health planning and Management**[10 HRS]**

Health planning and Management – Definition- **Health planning in India – World Health organization and Health Management.**

Text Book:

1. Freeman H., Handbook of Medical Sociology, Engle Wood Cliffs, Prentice hall, 1963.

Reference Books:

1. Anne – Marie Barry and crisis yuill, Understanding the sociology New Delhi, 2008.
2. Benjamin Paul (D), Health, Culture and Community, Ed., New York: Russell Sage Foundation, 1995.
3. Kent buse, Nicholasmays and Gill Walt, Making health policy New Delhi, 2005.
4. Megan London Environment, Health and Sustainable development New Delhi, 2006.
5. J.E. Park and Park K, Textbook of preventive and social medicine, 2000, Banarasidas Bhanot Publishers, 2000
6. Preeti Oberoi Health Management New Delhi, 2001.
7. Venkatratnam R., Medical Sociology in an Indian Setting, Madras Macmillan, 1979.
8. William C. Cocker ham, Medical Sociology, Prentice Hall, 1978.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 Introduction				
1.1	Sociology of Health	5	Chalk & Talk	Black Board
1.2	Origin	5	Lecture	Black Board
1.3	Growth	5	Chalk & Talk	Black Board
1.4	Scope	5	Lecture	Black Board
UNIT -2 Health				

2.1	Dimensions of health	5	Lecture	Black Board
2.2	Determinants of Health	5	Chalk & Talk	Black Board
2.3	Indicators of Positive Health	5	Lecture	Black Board
UNIT -3 Social Organization and Health				
3.1	Social Organization and Health	5	Lecture	Black Board
3.2	Family and Health	5	Chalk & Talk	Black Board
3.3	Cultural factors and Health	5	Lecture	Black Board
UNIT -4 Health Education				
4.1	Definition	5	Chalk & Talk	Black Board
4.2	Approaches to health education	5	Lecture	Black Board
4.3	Contents of Health Education.	5	Chalk & Talk	Black Board
UNIT -5 Health planning and Management				
5.1	Management – Definition	1	Lecture	Black Board
5.2	Health planning in India	3	Chalk & Talk	Black Board
5.3	World Health organization	3	Lecture	Black Board
5.4	Health Management	3	Chalk & Talk	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OBT/PPT 5 Mks.	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components

				Nos			
C1	-	Test (CIA 1)	1	-	10	Mks	
C2	-	Test (CIA 2)	1	-	10	Mks	
C3	-	Assignment	1	-	5	Mks	
C4	-	Open Book Test/PPT	2 *	-	5	Mks	
C5	-	Quiz	2 *	-	5	Mks	
C6	-	Attendance		-	5	Mks	

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the significance of sociology of health.	K1	PSO1
CO 2	Interpret the Determinants of Health	K2	PSO 2
CO 3	Outline the factors and social interaction in health	K3	PSO 5
CO 4	Classify the Approaches to health education	K4	PSO 4
CO 5	Analyze the policies and health organization	K4	PSO 5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	3	2	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1


Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.Meenakumari

Dr.Jacintha Josephine Julie**Forwarded By****Dr.M.MEENAKUMARI**

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III B.A SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S5SB3	HEALING THE CHILD WITHIN	SKILL BASED	2	2

COURSE DESCRIPTION

This course is designed to increase the understanding of oneself and help in the journey of self-discovery.

COURSE OBJECTIVES

To equip the learners to identify the early childhood experiences and to be healed for better social relationship.

To help the learners to find the root cause of their unsolved issues and problems

UNIT I: The child within

[4 HRS]

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

UNIT II: Discovering your children within

[6 HRS]

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 III: Intimate adult relationships and with children within

[4 HRS]

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

UNIT IV: Healing and Transforming

[6 HRS]

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

Unit V: Practical Exercises**[10 HRS]**

- 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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 The child within				
1.1	Introduction	1	Chalk & Talk	Black Board
1.2	False self	1	Chalk & Talk	Black Board
1.3	Characteristics of real self and	1	Lecture	Black

	false or -co-dependence self			Board
1.4	Development of co-dependency	1	Lecture	Black Board
UNIT -2 Discovering your children within				
2.1	Discovering your children within	1	Chalk & Talk	Black Board
2.2	Introduction to the six steps of healing	1	Lecture	Black Board
2.3	Research of pain regress and experience of pain	1	Chalk & Talk	Black Board
2.4	objectify and interact with pain	1	Lecture	Black Board
2.5	grieving the inner child's pain	1	Chalk & Talk	Black Board
2.6	healing the pain	1	Lecture	Black Board
UNIT -3 Intimate adult relationships and with children within				
3.1	with children within intimacy	1	Chalk & Talk	Black Board
3.2	ways to create intimacy	1	Lecture	Black Board
3.3	Intimacy with ourselves and with others	1	Chalk & Talk	Black Board
3.4	the four moments of affirmation	1	Lecture	Black Board
UNIT -4 Healing and Transforming				
4.1	Transforming	1	Chalk & Talk	Black Board
4.2	process of transformation (recovery issues- transformed into)	1	Lecture	Black Board
4.3	Breaking free of being a victim	2	Chalk & Talk	Black Board
4.4	the paths to serenity	2	Lecture	Black Board
UNIT -5 Practical Exercises				
5.1	Risking telling our personal stories. Expressing our anger	2	Chalk & Talk	Black Board
5.2	different kinds of Guided imagery Mirror works	2	Lecture	Black Board
5.3	Drawings, Using pictures from magazines	2	Chalk & Talk	Black Board

5.4	Activities Rituals Use breath and bodywork Experience feelings during silence and meditations Bring up unresolved issues from the past.	2	Lecture	Black Board
5.5	helping to love our own body identify self rejection exploring core issues in relationships identify your dualistic pattern	2	Chalk & Talk	Black Board
5.6	games Forgiveness process Creating personal bills of rights	2	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :
K1- Remember, **K2-** Understand, **K3-** Apply, **K4-** Analyse
- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify their "Inner Self".	K1	PSO1
CO 2	Summarize the importance of Healing Process	K2	PSO3
CO 3	Describe the intimate relationship with "self and others"	K2	PSO5
CO 4	Estimate the process of Healing and Transformation	K3	PSO3
CO 5	Discover the importance of healing the inner child	K3	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.Shapna Yasmin

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III B.A SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S5SB4	EMOTIONAL MATURITY	SKILL BASED	2	2

COURSE DESCRIPTION

The course is design to understand and manage emotions. It includes perception on self and emphasise the importance of accepting one's own self.

COURSE OBJECTIVES

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

To equip the learners to act with empathy in all kind of situations.

UNIT I: **The acceptance of feeling** [6 HRS]

Acceptance, awakening self-acceptance, integrative processing

UNIT II: **Feeling through the body** [6 HRS]

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

UNIT III: **Sexuality** [6 HRS]

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: **Awareness and Acceptance** [6 HRS]

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

UNIT V: **Practical Exercises** [6 HRS]

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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 The acceptance of feeling				
1.1	awakening self-acceptance	3	Chalk & Talk	Black Board
1.2	integrative processing	3	Lecture	Black Board
UNIT -2 Feeling through the body				
2.1	meditation – physical and mental	1	Lecture	Black Board
2.2	meditation – physical and mental-methods	1	Chalk & Talk	Black Board
2.3	techniques to heal the body	1	Lecture	Black Board
2.4	reflexology	1	Chalk &	Black

			Talk	Board
2.5	pranic healing	2	Lecture	Black Board
UNIT -3 Sexuality				
3.1	Sexuality-Meaning	1	Chalk & Talk	Black Board
3.2	sexuality and prejudice	1	Lecture	Black Board
3.3	myth and reality of love	1	Chalk & Talk	Black Board
3.4	sex education	1	Lecture	Black Board
3.5	abusive love, sexual addiction	1	Chalk & Talk	Black Board
3.6	sexual fantasies, victimless sex	1	Lecture	Black Board
UNIT -4 Awareness and Acceptance				
4.1	Focus on the present	1	Chalk & Talk	Black Board
4.2	identify the dualistic pattern	1	Lecture	Black Board
4.3	accept yourself	1	Chalk & Talk	Black Board
4.4	accept your feelings	2	Lecture	Black Board
4.5	accept your external	1	Chalk & Talk	Black Board
UNIT -5 Practical Exercises				
5.1	The Therapeutic Encounter Affirm that you are processing Self Image	2	Lecture	Black Board

5.2	Future orientation / Hope Past orientation/ Idealizing Positive attitude	2	Chalk & Talk	Black Board
5.3	Affirmations Problem solving Dream work	2	Lecture	Black Board

INTERNAL - UG

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify their "Inner Self".	K1	PSO 1
CO 2	Summarize the importance of Healing Process	K2	PSO 2
CO 3	Describe the intimate relationship with "self and others"	K2	PSO4
CO 4	Estimate the process of Healing and Transformation	K3	PSO 5
CO 5	Discover the importance of healing the inner child	K3	PSO 5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3
♦ Weakly Correlated -1

♦ Moderately Correlated – 2

Mapping of COs with Pos


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.Suganya

Forwarded By
Dr.M.Meenakumari


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III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
UASC	19S6CC17	CONTEMPORARY SOCIOLOGICAL THEORIES	5	4

COURSE DESCRIPTION

This course examines contemporary theories as they address central concerns of social theorists like structure, functions, power and inequality.

COURSE OBJECTIVES

To introduce the key concepts from the thoughts of selected contemporary social theorists
To gain knowledge of modern sociological theory with the deeper understanding of modern sociological perspectives

UNIT I: Talcott Parsons & R.K. Merton

[20 HRS]

Talcott Parsons- Pattern Variables- System analysis and AGIL Model,
R.K. Merton – Latent and Manifest Functions- Reference group- Social structure and Anomie

UNIT II: Blumer & Peter M Blau

[20 HRS]

Blumer - Symbolic Interactionism, Peter M Blau- Exchange principles-
Elementary systems of Exchange - The organizational basis of Society

UNIT III: Althusser & Gramsci

[20 HRS]

Althusser's- Theory of Ideology, Gramsci's Contributions

UNIT IV: Alfred Schultz & H. Garfinkle

[20 HRS]

Reductionism- Alfred Schultz- Phenomenology , H. Garfinkle-
Ethnomethodology

UNIT V: Michel Foucault & Jacques Derrida

[15 HRS]

Michel Foucault- Theory of Power and Knowledge, Life world- Jacques Derrida-
contributions- Deconstructivism

TEXT BOOKS:

1. M. Franis Abraham, Modern Sociological theory, Oxford University Press, (2008)
2. Turner H. Jonathan, The Structure of Sociological Theory, Rawat Publication, Jaipur, (2001).

REFERENCE BOOKS:

1. Abraham Francis & Morgan John Henry, Sociological Thought from Comte to Sorokin, Macmillan India Ltd, Madras, (1985).
2. Shrivastawa R.S, Traditions in Sociological Theory, Rawat Publication, Jaipur, (1991).
3. Don Martindale, The Nature and Types 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. Tim Delaney, Contemporary Social Theory, Dorling Kindersley Pvt. Ltd, New Delhi, (2008).
8. Lowis A Coser, Masters of Sociological Thought, 2nd Edition, 2012, Rawat Publication [ISBN-9788131605165]

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 TALCOTT PARSONS & R.K.MERTON				
1.1	Talcott Parsons	4	Chalk & Talk	Black Board
1.2	Pattern Variables	2	Chalk & Talk	LCD
1.3	System analysis	2	Lecture	PPT & White board
1.4	AGIL Model	2	Lecture	Black Board
1.5	R.K.Merton	4	Lecture	Black Board

1.6	Latent and Manifest Functions	2	Discussion	Black Board
1.7	Reference group	2	Chalk & Talk	Black Board
1.8	Social structure and Anomie	2	Chalk & Talk	Black Board
UNIT -2 BLUMER & PETER M BLAU				
2.1	Blumer	4	Lecture	LCD
2.2	Symbolic Interactionism	2	Chalk & Talk	PPT & White board
2.3	Peter M Blau	4	Chalk & Talk	Black Board
2.4	Exchange principles	2	Chalk & Talk	PPT & White board
2.5	Elementary systems of Exchange	4	Lecture	Black Board
2.6	The organizational basis of Society	4	Chalk & Talk	Black Board
3.1	Althuseer's	7	Lecture	PPT & White board
3.2	Theory of Ideology	7	Chalk & Talk	Black Board
3.3	Gramsi's Contributions	6	Chalk & Talk	Black Board
UNIT -4 ALFRED SCHULTZ & H. GARFINKLE				
4.1	Reductionism	4	Chalk & Talk	PPT & White board

4.2	Alfred Schutz	4	Chalk & Talk	Black Board
4.3	Phenomenology	4	Lecture	Black Board
4.4	H. Garfinkel	4	Chalk & Talk	Black Board
4.5	Ethnomethodology	4	Chalk & Talk	Black Board
UNIT -5 MICHAL FOCAULT & JACQUES DERRIDA				
5.1	Michal Focault	3	Chalk & Talk	PPT & White board
5.2	Theory of Power and Knowledge	3	Chalk & Talk	Black Board
5.3	Life world	2	Lecture	Black Board
5.4	Jacques Derrida	3	Chalk & Talk	PPT & White board
5.5	Contributions	1	Chalk & Talk	Black Board
5.6	De constructivism	3	Lecture	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components

		Nos	
C1	- Test (CIA 1)	1	- 10 Mks
C2	- Test (CIA 2)	1	- 10 Mks
C3	- Assignment	1	- 5 Mks
C4	- Open Book Test/PPT	2 *	- 5 Mks
C5	- Quiz	2 *	- 5 Mks
C6	- Attendance		- 5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the principal lines in the development of modern sociological theory	K1	PSO1
CO 2	Interpret the meaning of central concepts and theories in modern sociological theory	K2	PSO2
CO 3	Apply the relevant parts of modern sociological theory to analyze social phenomena	K3	PSO5
CO 4	Correlate sociological theories and the connection between present societies	K4	PSO4
CO 5	Analyze the present political system connected with contemporary theories	K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	2	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.K. SARITHA

Forwarded By
Dr.M.MEENAKUMARI


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SEMESTER –VI***For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
UASC	19S6CC18	SOCIAL PSYCHOLOGY	5	4

COURSE DESCRIPTION

This course provides students the opportunity to analyze their own personalities, interpersonal relationships and values by reviewing major psychological theories.

COURSE OBJECTIVES

To enable the students to have a better understanding of their own individual personality.

To enable the students to have knowledge on Social Cognition, Attitudes, Prejudice and Stereotype helps to identify their self.

UNIT I: Introduction to Social Psychology**[15 HRS]**

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

UNIT II: Social Cognition:**[15 HRS]**

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

UNIT III: Attitudes:**[15 HRS]**

Characteristics, Formation, Attitudinal change.

UNIT IV: Prejudice and Stereotype:**[15 HRS]**

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

UNIT V: Public Opinion and Propaganda:**[15 HRS]**

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. Kuppuswamy, Elements of Social Psychology, Konark publishers Pvt Ltd New Delhi – 2008.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO SOCIAL PSYCHOLOGY				
1.1	Nature and Scope of Social psychology	4	Chalk & Talk	Black Board
1.2	Importance of Social Psychology	4	Chalk & Talk	LCD
1.3	Social Psychology as an Applied Science	4	Lecture	PPT & White board
1.4	Need for Community psychology	3	Lecture	Black Board
UNIT -2 SOCIAL COGNITION				
1.6	Social Cognition Meaning,	3	Lecture	Black

	definition			Board
1.7	Mental Short Cuts Heuristics	3	Lecture	Black Board
1.8	Priming and anchoring	3	Discussion	Black Board
2.1	Determinants of Social Cognition	3	Lecture	Black Board
2.2	Cognitive Changes	3	Chalk & Talk	Black Board
UNIT -3 ATTITUDES				
3.1	Characteristics	5	Lecture	Black Board
3.2	Formation	5	Lecture	Black Board
3.3	Attitudinal change	5	Discussion	Black Board
UNIT -4 PREJUDICE AND STEREOTYPE				
4.1	Characteristics of prejudice	3	Lecture	Black Board
4.2	Maintenance of prejudice	3	Lecture	Black Board
4.3	Stereotype	3	Discussion	Black Board
4.4	Meaning and types-	3	Lecture	Black Board
4.5	Positive, negative and mixed	3	Chalk & Talk	Black Board
UNIT -5 PUBLIC OPINION AND PROPAGANDA				
5.1	Meaning	3	Lecture	Black Board
5.2	Characteristics	3	Lecture	Black Board

5.3	Formation of public opinion	3	Discussion	Black Board
5.4	Propaganda	3	Lecture	Black Board
5.5	Principles and media of propaganda	3	Chalk & Talk	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components**Nos**

C1	-	Theory Test (CIA 1)	1	-	10 Mks
C2	-	Practical Test (CIA 2)	1	-	10 Mks
C3	-	Assignment	1	-	5 Mks
C4	-	Open Book Test/PPT	2 *	-	5 Mks
C5	-	Quiz	2 *	-	5 Mks
C6	-	Attendance		-	5 Mks

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the significance of understanding human psychology	K1	PSO1& PSO2
CO 2	Discuss the social cognition and cognitive changes	K2	PSO3
CO 3	Estimate the nature, formation and changes of attitude	K3	PSO5
CO 4	Examine the nature and classification of prejudice and stereotype	K4	PSO4

CO 5	Categorize the nature, formation and principles of public opinion	K4	PSO5
-------------	---	----	------

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	2	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	3	2	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with POs


CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.MEENAKUMARI

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Dr.M.MEENAKUMARI


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III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/W EEK	CREDIT S
UASC	19S6CC19	WEB DESIGNING USING HTML	CORE	2	2

COURSE DESCRIPTION

This course introduces the basics of HTML including the basic page structures and color, text and links, images and lists, forms, tables and frames.

COURSE OBJECTIVES

To make the student to design Web pages.

To give exposure to resources and tools focusing managing and creating material for the Internet and World Wide Web.

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 frameset–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

TEXTBOOK:

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.

REFERENCEBOOK:

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, McGraw Hill Education, New Delhi, 2000.

COURSE CONTENTS & LECTURE SCHEDULE:

Mod ule No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 BASIC PAGE STRUCTURES AND COLOR				
1.1	Naming Conventions	1	Chalk & Talk	Black Board
1.2	Understanding Tags	1	Chalk & Talk	LCD
1.3	Using Special Characters	1	Lecture	Black Board

1.4	Understanding Hexadecimal Color	1	Lecture	Black Board
1.5	Using Web Safe Color	1	Lecture	Black Board
1.6	Specifying Document Colors	1	Discussion	Black Board
UNIT -2 TEXT AND LINKS				
2.1	Formatting Paragraphs Using Headings	1	Discussion	Black Board
2.2	Adding Emphasis Formatting Fonts	1	Chalk & Talk	LCD
2.3	Linking other Web Pages Adding Link to section within the same page Adding other types of Links Changing Link color	2	Lecture	Black Board
2.4	Customizing Links	1	Lecture	Black Board
2.5	Formatting Paragraphs Using Headings	1	Lecture	Black Board
UNIT -3 IMAGES AND LISTS				
3.1	Using images in the foreground Specifying the height & width	1	Chalk & Talk	LCD
3.2	Providing alternative Text for images Linking Images	1	Lecture	Black Board
3.3	Using Borders Aligning Images & text	1	Lecture	Black Board
3.4	Adding Space around Text Using Images in the Background Lists	1	Lecture	Black Board
3.5	Using ordered Lists	1	Discussion	Black Board
3.6	unordered lists Definition Lists Nesting Lists	1	Chalk & Talk	LCD
UNIT -4 TABLES AND FRAMES				
4.1	Creating a Basic Table Formatting Tables Formatting Content in Table cells	1	Chalk & Talk	LCD
4.2	Using Additional Formatting Techniques	1	Lecture	Black Board

4.3	UsingTablesforPageLayoutFrames understanding Frames	1	Lecture	Black Board
4.4	CreatingaBasicframesetForm atting Frames	1	Lecture	Black Board
4.5	CreatingInline Frames CreatingContents for Non-frames Capablebrower	2	Discussion	Black Board
UNIT -5 FORMS				
5.1	UnderstandingForms(Self Study)	2	Chalk & Talk	LCD
5.2	CreatingaBasicForm	1	Lecture	Black Board
5.3	ProcessingForms	1	Lecture	Black Board
5.4	AdditionalFormatting Techniques	2	Lecture	Black Board

INTERNAL - UG

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ **All the course outcomes are to be assessed in the various CIA components.**
- ✓ **The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :**

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ **The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.**

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non – Scholastic**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the fundamental skills to maintain web server services required to host a website	K1	PSO1 & PSO2
CO 2	Illustrate websites using appropriate security principles, focusing specifically on the vulnerabilities inherent in common web implementations.	K2	PSO3
CO 3	Estimate the web media objects using editing software.	K3	PSO5
CO 4	Distinguish the Tables and Frames	K4	PSO4
CO 5	Examine the Basic Forms	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Mrs. V. Sofia Adaikala Mary

Forwarded By

Dr.M.Meenakumari



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**III B.A
SEMESTER –VI**

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S6CC20	LAB VI-WEB DESIGNING	CORE	3	2

COURSE DESCRIPTION

Students are introduced to foundation concepts of semantic coding, usability & accessibility, and the Document Object Model (DOM). Those new to the field will learn code syntax, commenting, writing, testing, and maintenance of *HTML*, page structures and color, text and links, images and lists, forms, tables and frames.

COURSE OBJECTIVES

To make the student to design Web pages.

To enhance the learner's generating statistical survey on social issues

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 for displaying current event.
10. Designing a website to generate statistical survey on social issues.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.1	HTMLBasic tags	8	Demonstration/ Lecture	White board
1.2	Marquee	7	Demonstration/ Lecture	White board
UNIT -2				
2.1	Marquee	8	Demonstration/ Lecture	White board
2.2	Link tags	7	Demonstration/ Lecture	White board
UNIT -3				
3.1	Table Tags	8	Demonstration/ Lecture	White board
3.2	Form tags	7	Demonstration/ Lecture	White board
UNIT -4				
4.1	Frame tags	7	Demonstration/ Lecture	White board
4.2	Text blinking	8	Demonstration/ Lecture	White board
UNIT -5				
5.1	Creating a web page for displaying current event.	8	Demonstration/ Lecture	White board
5.2	Designing a website to generate statistical survey on social issues	7	Demonstration/ Lecture	White board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

EVALUATION PATTERN

NON - SCHOLASTIC			MARKS		
C1	C2	C3	CIA	ESE	Total
15	15	10	40	60	100

C1 – Practical 1**C2** – Practical 2**C3** – Record Note

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the aesthetics and formal concepts of layout	K1	PSO1 & PSO2
CO 2	Associate websites that effectively communicate social issues using visual elements.	K2	PSO3
CO 3	Apply web pages of their choice.	K3	PSO5
CO 4	Examine and maintain their blogs.	K4	PSO4
CO 5	Analyze statistical social surveys	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – **3**

♦ Moderately Correlated – **2**

♦ Weakly Correlated - **1**

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3
 ♦ Weakly Correlated -1


♦ Moderately Correlated – 2

COURSE DESIGNER:



MRS. V. Sofia Adaikala Mary

**Forwarded By
 Dr.M.Meenakumari**


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III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/W EEK	CREDI TS
UASC	19S6ME3	CRIMINOLOGY	MAJOR ELECTIVES	5	5

COURSE DESCRIPTION

This course provides wide understanding of criminal behaviour patterns and the law. Also this course covers basics in criminology theories, patterns and behaviours. Crime prevention, law enforcement, criminal justice systems.

COURSE OBJECTIVES

To gain knowledge on theory and practicality of crime and criminal behaviour with sociological perspective.

To equip the students with understanding of causes and effects of criminal behaviour in the contemporary society.

UNIT I: NATURE AND SCOPE OF CRIMINOLOGY [15 HRS]

Meaning, Definition, Origin and Development of Criminology, Criminology as a Science.

UNIT II: SCHOOLS OF CRIMINOLOGY [15 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.

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).

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 NATURE AND SCOPE OF CRIMINOLOGY				
1.1	Meaning	1	Chalk & Talk	Black Board
1.2	Definition	1	Chalk & Talk	LCD
1.3	Origin and Development of Criminology	4	Lecture	PPT & White board
1.4	Criminology as a Science	1	Lecture	Black Board
UNIT -2 SCHOOLS OF CRIMINOLOGY				
2.1	Pre-Classical School	2	Discussion	Black

				Board
2.2	ClassicalSchool	2	Lecture	Black Board
2.3	Neo-Classicalscool	2	Discussion	Black Board
2.4	PositiveSchool	4	Lecture	Black Board
2.5	Sociological Theoryof CriminalBehaviour	5	Discussion	Black Board
UNIT -3 PAROLEANDPROBATION				
3.1	Parole(Self Study)	1	Lecture	Black Board
3.2	Meaning	1	Chalk & Talk	Black Board
3.3	FunctionsofParoleBoard	3	Chalk & Talk	Black Board
3.4	ConditionsofParole	2	Lecture	Black Board
3.5	Probation	1	Chalk & Talk	Black Board
3.6	Procedurefor Probation	4	Lecture	Black Board
3.7	Role of Probation Officers	3	Chalk & Talk	Black Board
UNIT -4 POLICESYSTEMANDJUDICIALSYSTEM				
4.1	Police	2	Lecture	Black Board
4.2	OriginofPoliceSystem	2	Chalk & Talk	Black Board
4.3	PrinciplesofPolicing	2	Lecture	Black Board
4.4	FunctionsofPolice	3	Chalk & Talk	Black

				Board
4.5	Problems of Police System	2	Lecture	Black Board
4.5	Judicial System	2	Chalk & Talk	Black Board
4.6	Different types of court	2	Lecture	Black Board
UNIT -5 CRIME PREVENTION				
5.1	Recidivism	4	Lecture	Black Board
5.2	Causes of Recidivism	4	Chalk & Talk	Black Board
5.3	Crime prevention measures	3	Lecture	Black Board
5.4	Preventive	4	Chalk & Talk	Black Board

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks				
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

✓

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ **All the course outcomes are to be assessed in the various CIA components.**
- ✓ **The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :**

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ **The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.**

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the nature, origin and development of criminology	K1	PSO1
CO 2	Interpret the theories and various schools of criminology	K2	PSO3
CO 3	Estimate the functions of correctional systems of criminal behavior like parole and probation	K3	PSO5
CO 4	Categorize the functions of police and judicial system of our country.	K4	PSO4
CO 5	Distinguish the causes and impacts of criminal activities in the society	K4	PSO2

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3
 ♦ Weakly Correlated -1

♦ Moderately Correlated – 2

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3
♦ Weakly Correlated -1


♦ Moderately Correlated – 2

COURSE DESIGNER:



Dr.K. Saritha

**Forwarded By
Dr.M.Meenakumari**



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III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S6ME4	SOCIOLOGY OF MEDIA	MAJOR ELECTIVES	5	5

COURSE DESCRIPTION

This course explores the relationship between culture, ideology, and political economy of media. Also this course covers various forms of media, including television, advertising, films, music, and social media in the digital age.

COURSE OBJECTIVES

To provide better understanding of mass media through Sociological Perspective.
To sensitize the students on impacts of mass media on society.

UNIT I: Introduction to Mass Media **[20HRS]**

Meaning, Nature, characteristics and functions of mass media. Folk and traditional media, printing and publications, electronic media, radio, Television, cyberspace, virtual Communication.

UNIT II: Culture and Media **[15 HRS]**

Folk culture, Folk media, Popular culture, Popular media Alternate media.

UNIT III: Sociological perspective of mass media **[15 HRS]**

Functionalist perspective, Feminist perspective and Psychoanalytical perspective, Marxist perspective.

UNIT IV: Media regulation **[15 HRS]**

Cyber Crime - Media and Law- Media and Economic s, Media and Management

UNIT V: Impact of Media on society **[10 HRS]**

Impact of media in developing societies; Technology, Creativity and issues - Consumerism – women’s problem – children’s problems.

Text Book:

1. Asa Briggs & Peter Burke, 2005. *A Social History of the Media*, Polity Press, Cambridge. Pp. 1-14, 275-302

Reference Books:

1. Appadurai, Arjun, 1996. *Modernity at large: The Cultural Dimensions of Globalisation*, Oxford University Press. pp.1-37, 71- 110
2. Anne Gray, 2005. *Research Practice for Cultural Studies*, London: Sage. Pp.1-24
3. Barthes, Roland. 1972. *Mythologies*. New York: Hill and Wang. Pp. 1-26, 89-93
4. David Inglis, *Culture and Everyday Life*, Routledge. Pp. 1-52, 77-99 , 2005
5. Don Robotham, *Culture, Society and Economy: Bringing Production Back in*, London: Sage. Pp. 1-22, 100-121, 2005
6. Dwyer & Patel, 2002. *Cinema India*, New Delhi: Oxford University Press
7. Dwyer & Patel (ed.). *Pleasure and the Nation*, New Delhi: Oxford University Press. Pp. 1-34, 115- 138, 212-246 2001
8. Nick Stevenson, *Understanding media cultures: social theory and mass communication*, London: Sage, 1995.
10. Williams, Raymond,. *Keywords: a vocabulary of culture and society*, New York: OUP, 1983
11. Schaefer, *Sociology*, New York: Tata McGraw-Hill, 2011..
12. Terhi Rantanen. *The media and globalization*, New Delhi: Sage. 2005

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO MASS MEDIA				
1.1	Nature Characteristics and functions of mass media	2	Chalk & Talk	Black Board
1.2	Folk and traditional media	2	Chalk &	LCD

			Talk	
1.3	Printing and publications	3	Lecture	PPT & White board
1.4	Electronic media	3	Lecture	Black Board
1.5	Radio Television	2	Lecture	Black Board
1.6	Cyberspace	3	Discussion	Black Board
1.7	Virtual Communication	2	Discussion	Black Board
UNIT -2 CULTURE AND MEDIA				
2.1	Folk culture	4	Lecture	Black Board
2.2	Folk media	4	Chalk & Talk	Black Board
2.3	Popular culture	3	Lecture	Black Board
2.4	Popular media Alternate media	4	Chalk & Talk	LCD
UNIT -3 SOCIOLOGICAL PERSPECTIVE OF MASS MEDIA				
3.1	Functionalist perspective	4	Chalk & Talk	Black Board
3.2	Feminist perspective	3	Chalk & Talk	LCD
3.3	Psychoanalytical perspective	4	Lecture	PPT & White board
3.4	Marxist perspective	4	Lecture	Black Board
UNIT -4 MEDIA REGULATION				
4.1	Cyber Crime	4	Chalk &	Black

			Talk	Board
4.2	Media and Law	4	Chalk & Talk	LCD
4.3	Media and Economics	4	Lecture	PPT & White board
4.4	Media and Management	3	Lecture	Black Board
UNIT -5 IMPACT OF MEDIA ON SOCIETY				
5.1	Impact of media in developing societies	2	Chalk & Talk	Black Board
5.2	Technology	2	Chalk & Talk	LCD
5.3	Creativity and issues	2	Lecture	PPT & White board
5.4	Consumerism	2	Lecture	Black Board
5.5	women's problem children's problems	2	Lecture	Black Board

INTERNAL - UG

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the basic functions of mass media	K1	PSO1& PSO2
CO 2	Associate how the media can relate with sociology	K2	PSO3
CO 3	Estimate the perspectives of mass media	K3	PSO5
CO 4	Compare the historical emergence of mass media culture	K4	PSO3
CO 5	Analyze the relationship between globalization and media	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:




Dr.M.Meenakumari



Dr. Shapna Yasmin

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Dr.M.Meenakumari


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III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S6ME5	URBAN SOCIOLOGY	MAJOR ELECTIVES	5	5

COURSE DESCRIPTION

This course focuses on changing patterns of urban sociology, urbanization and its impacts on cities today and in urban living, social structure in urban society and challenges in urban slums.

COURSE OBJECTIVES

To gain knowledge on concepts of urbanization and its impacts on society
To equip the students to analyze the problems and challenges of urban slums

UNIT I: Introduction to Urban Sociology [15 HRS]

Meaning, Origin, Nature and scope, Importance of the study of Urban Sociology in India.

UNIT II: Approaches [20 HRS]

The City, Urbanization, Urbanism, Urbanity, Suburb, Metropolitan, Corporation and Neighborhood, Smart City.

UNIT III: Process of Urbanization in India [20 HRS]

Growth of Urban Population in India, Emergence of Cities, Causes and Consequences of Urbanization, Urban Planning and Management, Development

UNIT IV: Urban Social Structure: [15 HRS]

Urban family, urban social stratification – Caste and Class, Occupational Divisions.

UNIT V: Urban problems [10 HRS]

Urban Crimes, Urban Slum. Urban Health Issues, Urban Poverty, Urban Pollution.

Text Book:

1. Rajendra K. Sharma,. *Urban Sociology*, New Delhi: Atlantic Publishers. 1997

Reference Books:

1. Berge E.E. 1962. *Urban Sociology*, New York: Free Press.
2. Bose, Ashish 1973. *Studies in India's Urbanization*, New Delhi: Tata McGraw Hill.
3. D Souza Alfred, 1978. *The Indian city: Poverty Ecology and Urban Development*, New Delhi: Manohar.
4. David A.Karp, Gregory P.Stone, William C. Yoels, 1991. *Being Urban: A Sociology of Urban Life*, London: Praeger.
5. Rao M.S.A. 1974. *Urban Sociology in India*, New Delhi: Orient Longman.
6. Shrivastava, A.K. 1989. *Urbanization: Concept & Growth*, New Delhi: H.K. Publishers.
7. Simon Parker, 2004. *Urban Theory and the Urban Experience: Encountering the City*, London: Routledge.
8. Wilson R.A, and Schlutz David, 1978. *Urban Sociology*, London: Prentice Hall

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO URBAN SOCIOLOGY				
1.1	Meaning	1	Chalk & Talk	Black Board
1.2	Origin	1	Chalk & Talk	LCD
1.3	Nature and scope	4	Lecture	PPT & White board
1.4	Importance of the study of Urban Sociology in India	1	Lecture	Black Board
UNIT -2 APPROACHES				
2.1	The City	3	Discussion	Black Board
2.2	Urbanization	3	Discussion	Black Board

2.3	Urbanism	3	Discussion	Black Board
2.4	Urbanity	3	Lecture	Black Board
2.5	Suburb	2	Chalk & Talk	Black Board
2.6	Metropolitan	2	Chalk & Talk	Black Board
2.7	Corporation and Neighborhood	2	Chalk & Talk	LCD
2.8	Smart City	2	Lecture	PPT & White board
UNIT -3 PROCESS OF URBANIZATION IN INDIA				
3.1	Growth of Urban Population in India	4	Chalk & Talk	Black Board
3.2	Emergence of Cities	4	Chalk & Talk	LCD
3.3	Causes and Consequences of Urbanization	4	Lecture	PPT & White board
3.4	Urban Planning and Management	4	Lecture	Black Board
3.5	Development	4	Chalk & Talk	Black Board
UNIT -4 URBAN SOCIAL STRUCTURE				
4.1	Urban family(Self Study)	3	Lecture	Black Board
4.2	urban social stratification	4	Chalk & Talk	Black Board
4.3	Caste and Class	4	Chalk & Talk	Black Board
4.4	Occupational Divisions	3	Chalk & Talk	LCD
UNIT -5 URBAN PROBLEMS				
5.1	Urban Crimes	3	Lecture	Black Board
5.2	Urban Slum	3	Chalk & Talk	Black Board
5.3	Urban Health Issues	2	Chalk & Talk	Black Board
5.4	Urban Poverty Urban Pollution	2	Chalk & Talk	LCD

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the changing pattern of urban sociology	K1	PSO1& PSO2
CO 2	Summarize the basic concepts of urbanization	K2	PSO3
CO 3	Discover the factors and conditions that lead to city development	K3	PSO5
CO 4	Apply models of urban development to specific areas	K4	PSO4
CO 5	Contrast the problems and challenges of urban slums	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.Meenakumari

Dr.M.Shapna Yasmin

Forwarded By
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 Tamilnadu-625 018

III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/W EEK	CREDITS
UASC	19S6ME6	INDUSTRIAL SOCIOLOGY	MAJOR ELECTIVES	5	5

COURSE DESCRIPTION

course attempts to analyze the structure and process of industrial organizations from the sociological perspective. Also this examines the causes and impacts of industrial disputes.

COURSE OBJECTIVES

To equip the learners to have a general view of modern industry.

To enable the students to understand the Industrial disputes.

UNIT I: Industrial Sociology

[15 HRS]

Emergence of Industrial Sociology, Development of Industrial Sociology, Task of Industrial Sociology, Social Welfare and Social Relations, contemporary trends in industrial sociology.

UNIT II: Rise and Development of Industry

[20 HRS]

Early Industrialism - Types of Productive Systems - The Manorial or Feudal system - The guild system - and The factory system - Characteristics of the factory system – labour structure.

UNIT III: Industrial Organisation:

[20 HRS]

Formal and Informal Organisations - The structure and features of formal Organisation - Pre-requisites of Industrial Organisation, Principles of Organisation – Type of Informal Group.

UNIT IV: Industrial Management

[15 HRS]

The Managerial Structure - Line and Staff Organizations -Functions of Line and Staff - Supervisors - White collar Workers and Blue collar Workers – knowledge workers – artificial intelligence.

UNIT V: Industrial Disputes

[10 HRS]

Meaning - Forms: Strike and Lock-out -Types of Strike- Causes of Industrial Disputes (with reference to India) – trade union and decline of trade unions.

TEXT BOOK:

1. Gisbert Pascal, Fundamentals of Industrial Sociology, Tata Mc. Graw Hill Publishing Co., New Delhi, 1972.

REFERENCE BOOKS:

1. Schneider Engeno. V, Industrial Sociology, 2nd Edition, Mc. Graw Hill Publishing Co., New Delhi, 1979.

2. Mamoria. C.B. and Mamoria. S, Dynamics of Industrial Relations In India.

3. Sinha. G.P. and P.R.N. Sinha, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.

4. TYAGI, B.P., Labour Economics and Social Welfare, Jai Prakashnath and Co., Meerut, 1980.

5. Mehrotra. S.N., Labour **Problems In India**, 3rd Revised Edition, S. Chand and Co., New Delhi, 1981..RM

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INDUSTRIAL SOCIOLOGY				
1.1	Emergence of Industrial Sociology	2	Chalk & Talk	Black Board
1.2	Development of Industrial Sociology	3	Chalk & Talk	LCD
1.3	Task of Industrial Sociology	2	Lecture	Black Board
1.4	Social Welfare	3	Lecture	Black Board
1.5	Social Relations	3	Lecture	Black Board
1.6	Contemporary trends in industrial sociology	2	Discussion	Black Board
UNIT -2 RISE AND DEVELOPMENT OF INDUSTRY				
2.1	Early Industrialism	3	Lecture	Black Board

2.2	Types of Productive Systems	3	Chalk & Talk	Black Board
2.3	The Manorial or Feudal system	2	Chalk & Talk	LCD
2.4	The guild system	2	Lecture	Black Board
2.5		2	Lecture	Black Board
2.6	The factory system	2	Lecture	Black Board
2.7	Characteristics of the factory system	3	Discussion	Black Board
2.8	labour structure	3	Chalk &Talk	LCD
UNIT -3 INDUSTRIAL ORGANISATION				
3.1	Formal and Informal Organisations	4	Chalk & Talk	LCD
3.2	The structure and features of formal Organisation	4	Lecture	Black Board
3.3	Pre-requisites of Industrial Organisation	4	Lecture	Black Board
3.4	Principles of Oraganisation	4	Lecture	Black Board
3.5	Type of Informal Group	4	Discussion	Black Board
UNIT -4 INDUSTRIAL MANAGEMENT				
4.1	The Managerial Structure	1	Chalk & Talk	LCD
4.2	Line and Staff Organizations	2	Lecture	Black Board
4.3	Functions of Line and Staff	2	Lecture	Black Board
4.4	Supervisors	2	Lecture	Black Board
4.5	White collar Workers	2	Discussion	Black Board
4.6	Blue collar Workers	2	Chalk & Talk	LCD

4.7	Knowledge workers	2	Lecture	Black Board
4.8	Artificial intelligence	2	Lecture	Black Board
UNIT -5 INDUSTRIAL DISPUTES				
5.1	Meaning	1	Chalk & Talk	LCD
5.2	Forms: Strike and Lock-out	2	Lecture	Black Board
5.3	Types of Strike	1	Lecture	Black Board
5.4	Causes of Industrial Disputes (with reference to India)	2	Lecture	Black Board
5.5	trade union	2	Discussion	Black Board
5.6	decline of trade unions	2	Chalk & Talk	LCD

INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ **All the course outcomes are to be assessed in the various CIA components.**
- ✓ **The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :**

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ **The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.**

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non – Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall sociological structures and emergence of industrial sociology.	K1	PSO1& PSO2
CO 2	Interpret Sociological insights into rise and development of industry	K2	PSO3
CO 3	Estimate the formal and informal interactions within organizations	K3	PSO4
CO 4	Compare the managerial structure and its functions	K4	PSO3
CO 5	Examine the industrial disputes	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3


Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.Meenakumari

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III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S6SB5	LEADERSHIP SKILLS	SKILL BASED	2	2

COURSE DESCRIPTION

This course provides the basic concepts of leadership and leadership skills. Also this course includes basic concepts essential to personal skills development and organizational leadership behavior.

COURSE OBJECTIVES

To enable the students to acquire leadership qualities and skills within the self and others for greater achievement in life.

To equip the learners to understand the problems of leader by various activities.

UNIT I: Leadership: **[6 HRS]**

Definition, Meaning, Explanation of Leadership Skills

UNIT II: Attributes of Leadership Skills **[7 HRS]**

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.

UNIT III: Conflict Management: **[6 HRS]**

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

UNIT IV: Feedback **[5 HRS]**

Giving and Receiving

Unit V: Practical Exercises **[6 HRS]**

- 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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1		LEADERSHIP		
1.1	Definition	1	Chalk & Talk	Black Board
1.2	Meaning	1	Chalk & Talk	LCD
1.3	Explanation of Leadership Skills	4	Lecture	PPT & White board
UNIT -2		ATTRIBUTES OF LEADERSHIP SKILLS		
2.1	Emotional Intelligence High Energy level Self awareness	1	Lecture	Black Board
2.2	Self regulation Motivation Empathy	1	Discussion	Black Board

2.3	Commitment Social skills	2	Chalk & Talk	Black Board
2.4	Open to new ideas Good listener The ability to challenge the process	1	Discussion	Black Board
2.5	Integrity Vision strategy/Communication Life – Long living Self Assessor Risk taker	2	Chalk & Talk	Black Board
UNIT -3 CONFLICT MANAGEMENT				
3.1	Description Sources of Conflict	1	Lecture	Black Board
3.2	Approach to Conflict Conquest	2	Chalk & Talk	Black Board
3.3	Avoidance	1	Lecture	Black Board
3.4	Bargaining	1	Discussion	Black Board
3.5	Quick Fix	1	Chalk & Talk	Black Board
UNIT -4 FEEDBACK				
4.1	Giving and Receiving(Self Study)	5	Lecture	Black Board
UNIT -5 PRACTICAL EXERCISES				
5.1	Role play	3	Lecture	Black Board
5.2	Games	3	Discussion	Black Board
5.3	Group work	3	Chalk & Talk	Black Board

INTERNAL - UG

	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
Levels	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for I UG are :

K1- Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, in due intervals of time.

EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	CIA	ESE	Total
5	10	15	5	5	40	60	100

C1 – Average of Two Session Wise Tests

C2 – Average of Two Monthly Tests

C3 - Mid Sem Test

C4 – Best of Two Weekly Tests

C5 – Non - Scholastic

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Define the leadership and identify its skills	K1	PSO1& PSO2
CO 2	Describe the attitudes of leadership skills	K2	PSO3
CO 3	Discuss the qualities of a leader	K2	PSO4
CO 4	Inference the role played by a leader.	K3	PSO3
CO 5	Analyze the problems by enacting a role play	K3	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3


Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

Mapping of COs with Pos

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

Dr.M.Shapna Yasmin**Forwarded By****Dr.M.Meenakumari**

Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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 Tamilnadu-625 018

III B.A
SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UASC	19S6SB6	COMMUNICATION SKILLS	SKILL BASED	2	2

COURSE DESCRIPTION

The course focuses on types and importance of communication skills. The course covers effective communication strategies to enhance understanding and verbal communication with others.

COURSE OBJECTIVES

To equip the students to understand the communication types for better understanding of others.

To enable the students to develop effective communication skills

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.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 LANGUAGE AND COMMUNICATION				
1.1	Importance of Communication	1	Chalk & Talk	Black Board
1.2	Verbal And Non-Verbal-Personal	1	Chalk & Talk	LCD
1.3	Posture Gestures	1	Lecture	PPT & White board
1.4	Facial Expression	1	Lecture	Black Board
1.5	Subtopics	1	Discussion	Black Board
1.6	Eyecontact Space Distancing	1	Lecture	Black Board
UNIT -2 PATTERN OF COMMUNICATION				

2.1	One Way and Two Way Communication	1	Lecture	Black Board
2.2	Importance of Dialogue	1	Chalk & Talk	Black Board
2.3	Four Requirements of Dialogue	1	Chalk & Talk	Black Board
2.4	Turn Taking	1	Chalk & Talk	Black Board
2.5	Connecting Mutual Influencing	1	Chalk & Talk	Black Board
2.6	Co-Creating Outcomes The Factors of Therapeutic Dialogue	1	Chalk & Talk	Black Board
UNIT -3 ACTIVE LISTENING				
3.1	The Foundation of Understanding Inadequate Listening	1	Chalk & Talk	Black Board
3.2	Non-Listening Partial Listening	1	Chalk & Talk	Black Board
3.3	Tape Recording Rehearsing Empathetic Listening-Deal With Feelings	1	Chalk & Talk	Black Board
3.4	Stick To Here And Now Non-judgmental	1	Chalk & Talk	Black Board
3.5	Absence Of Interpretation Avoid Why Questions	1	Chalk & Talk	Black Board
3.6	Listening To Body Language	1	Chalk & Talk	Black Board
UNIT -4 DIMENSIONS OF RESPONDING				
4.1	The Three Dimensions Of Responding skills	1	Chalk & Talk	Black Board
4.2	Perceptiveness	1	Chalk &	Black

			Talk	Board
4.3	Knowhow and Assertiveness	1	Chalk & Talk	Black Board
4.4	Learning to name the Feeling and Emotion	1	Chalk & Talk	Black Board
4.6	Use of Open ended questions	1	Chalk & Talk	Black Board
4.6	The Nature of Challenging and specific challenging skills.	1	Chalk & Talk	Black Board
UNIT -5 PRACTICAL EXERCISES				
5.1	Dialogue	1	Chalk & Talk	Black Board
5.2	Role play	1	Chalk & Talk	Black Board
5.3	Situational conversation	1	Chalk & Talk	Black Board
5.4	Exercise on Body language	1	Chalk & Talk	Black Board
5.5	Exercise on Eye contact	1	Chalk & Talk	Black Board
5.6	Training on constructive expression	1	Chalk & Talk	Black Board

INTERNAL - UG

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COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the importance of communication and its types	K1	PSO1& PSO2
CO 2	Describe the pattern of communications	K2	PSO4
CO 3	Discuss proper listening skills	K2	PSO3
CO 4	Utilize the dimensions of responding skills	K3	PSO4
CO 5	Build the communication Skills	K3	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
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CO2	3	3	3	3	3	3	3
CO3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
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COURSE DESIGNER:

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Forwarded By
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