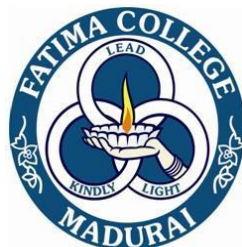


FATIMACOLLEGE(AUTONOMOUS)



**Re-Accredited with “A” Grade by NAAC (3rd Cycle)
74th Rank in India Ranking 2020(NIRF) by MHRD
Maryland,Madurai-625018,TamilNadu,India**

NAMEOFTHEDEPARTMENT:SOCIOLOGY AND SOCIALWORK

**NAMEOFTHEPROGRAMME:BA SOCIOLOGY WITH
COMPUTERAPPLICATIONS**

PROGRAMMECODE :UASC

ACADEMICYEAR :2022-2023

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)

PEO1	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
PEO2	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
PEO3	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
PEO4	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing rights 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	
GA1	Deep disciplinary expertise with a wide range of academic and digital literacy
GA2	Hone creativity, passion for innovation and aspire excellence
GA3	Enthusiasm towards emancipation and empowerment of humanity
GA4	Potentials of being independent
GA5	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
GA6	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
GA7	Communicative competence with civic, professional and cyber dignity and decorum
GA8	Integrity respecting the diversity and pluralism in societies, cultures and religions
GA9	All-inclusive skill-set to interpret, analyse and solve social and environmental issues in diverse environments
GA10	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

GA11	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
GA12	Dexterity in self-management to control themselves in attaining the kind of life that they dream for
GA13	Resilience to rise up instantly from their intimidating setbacks
GA14	Virtuosity to use their personal and intellectual autonomy in being life-long learners
GA15	Digital learning and research attributes
GA16	Cybersecurity competence reflecting compassion, care and concern towards the marginalised
GA17	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
II. PROFESSIONAL COMPETENCE	
GA18	Optimism, flexibility and diligence that would make them professionally competent
GA19	Prowess to be successful entrepreneurs and employees of trans-national societies
GA20	Excellence in Local and Global Job Markets
GA21	Effectiveness in Time Management
GA22	Efficiency in taking up Initiatives
GA23	Eagerness to deliver excellent service
GA24	Managerial Skills to Identify, Commend and tap Potentials
III. ETHICAL COMPETENCE	
GA25	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society

GA26	Honesty in words and deeds
GA27	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
GA28	Social and Environmental Stewardship
GA29	Readiness to make ethical decisions consistently from the glare of conflicting choices paying heed to their conscience
GA30	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

P01	Acquire knowledge of fundamental concepts and subject specific academic competency.
P02	Enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
P03	Think critically, evaluate analytically and apply the expertise of their discipline in real life.
P04	Appreciate literary, economic, cultural, socio-psychological and environmental diversity.
P05	Pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
P06	Acquire employability and entrepreneurial skills
P07	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

PS01	Understand sociology in sociological perspectives with basic computer knowledge.
PS02	Discuss on sociological theoretical perspectives and approaches to social development.
PS03	Learners will become digital literate to fit in the contemporary society with sociological imagination.
PS04	Undertake advanced courses in sociology, social work, criminology, psychology and computer.
PS05	Apply sociological knowledge in understanding and solving social problems.

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

Forthose who joined in June 2021 onwards

PROGRAMME CODE: UASC

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

Forthose 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	CREDITS	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			

ALLIED COURSES-20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	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	CREDITS	CIA Mks	ESE Mks	TOT. Mks
9.	V	19S5SB3	Healing the child within	2	2			
10.		19S5SB4	Emotional maturity	2	2			
11.			ValueEducation	1	-			
12.	VI	19S6SB5	Leadershipskills	2	2	40	60	100
13.		19S6SB6	Communication skills	2	2	40	60	100
14.			ValueEducation	1	-			
TOTAL				20	20			

OFF-CLASSPROGRAMMES-ALLPART-V

SHIFT-I

S. No	SEM.	COURSECODE	COURSE TITLE	HRS	CREDIT	TOT. Mks
1.	I-IV	*	PhysicalEducation	30/ SEM	1	100
2.		*	NSS			
3.		*	NCC			
4.		*	WomenEmpowermentCell			
5.		*	AICUF			

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

COURSE CODE	COURSE TITLE	HRS	CREDITS	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 .	CREDITS	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/ Semester	1	II-VI	-	-	-
TOTAL			20				

EXTRACREDIT COURSES

COURSE CODE	COURSE	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MKS	ESE MKS	TOTAL MARKS
21S2SLN2	BASICS OF PSYCHOLOGY for ADVANCED LEARNERS	-	2	-	40	60	100
19UGSLS1	SOCIOLOGY OF EDUCATION for ADVANCED LEARNERS	-	2	-	40	60	100

21H5SL5	CUTURAL HERITAGE OF INDIA for ADVANCED LEARNERS	-	2	-	40	60	100
	MOOCCOURSES/ International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC/CEC	-	Minimum 2 Credits	I-VI	-	-	

OFFCLASSPROGRAMMES

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 learner 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 (20 HRS.)

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 (15 HRS.)

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

TEXTBOOK:

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.yourarticlibrary.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	ImportanceofSociology	4	Lecture	BlackBoard
1.5	Relation of Sociology with other social sciences.	6	Discussion	BlackBoard
UNIT-2BASICSOCIOLOGICALCONCEPTS				
2.1	Definition of Society Meaning of Society	2	Lecture	BlackBoard
2.2	Definition- Characteristics of SocietyandCommunity	3	Chalk &Talk	BlackBoard
2.3	Definition,Meaningof Institution, Characteristics of Institution	3	Lecture	PPT&White board
2.4	Definition of AssociationMeaningof Association , Characteristics of Association	3	Lecture	BlackBoard
2.5	Definition,Meaning, Characteristicsof Culture	4	Lecture	BlackBoard
2.6	Definition,Meaning, Characteristicsof Civilization	3	Discussion	BlackBoard
UNIT-3SOCIALGROUPS				
3.1	Definition,Meaning, Characteristics , ImportanceofGroup	5	Chalk &Talk	BlackBoard
3.2	FunctionsofGroup	3	Lecture	PPT&White board

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

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 %

CIA	
Scholastic	35
NonScholastic	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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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 Origin of Sociology, its Nature and Scope	K1	PSO1 & PSO2
CO2	Explain the Basic Sociological Concepts	K1, K2,	PSO3
CO3	Identify different Social Groups and explain its Functions	K1 & K3	PSO4
CO4	Describe the Social Stratification and its Importance	K1, K2, K3	PO5
CO5	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
Dr. M. MEENAKUMARI


Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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FATIMA COLLEGE, MADURAI
 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 MSWORD (20HRS.)

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-VMSPowerPoint (17HRS.)

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

UNIT-VIDYANISM (Evaluation Pattern- CIA only)

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

TEXTBOOK:

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, New Delhi, (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	Videoconferencing	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, OnlineSurvey, Computer Generated Sampling.			classroom
UNIT-3COMPUTER-ASSISTEDDATA COLLECTION				
3.1	Computer-Assisted Telephone Interviewing(CATI)	2	Chalk &Talk	Black Board
3.2	Major forms of computer-supporteddatacollection	1	Lecture	PPT
3.3	Computer-Assisted Personal Interviewing(CAPI)	1	Chalk &Talk	Black Board
3.4	Computerized Self-Administered Questionnaires (CSAQ) ,data-entryprograms.	2	Discussion	Google classroom
UNIT-4 MSWORD				
4.1	Bullets and numbering, Headers and footers, Formatting text	1	Chalk &Talk	Black Board
4.2	Usage of spell check, grammar,findandreplace	1	Lecture	PPT
4.3	Tablemanipulation,Inserta 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-5MSPOWERPOINT				
5.1	Creatingasimple presentation	2	Chalk &Talk	Black Board
5.2	UsingcustomAnimation	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
NonScholastic	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

UGCIA Components

Nos

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Describe the Network and Internet	K1	PSO1
CO2	Explain the usages of social networksandsocialcomputing	K1,K2,	PSO3
CO3	Utilizethecomputerassisted data collection	K1&K3	PSO3
CO4	ApplytheknowledgeinMS-Word	K1,K2,K3&	PSO4
CO5	Analyse the application of simple presentation	K2&K4	PSO4

MappingCOsConsistencywithPSOs

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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

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
♦ Weakly Correlated-1

♦ Moderately Correlated-2

COURSE DESIGNER:



Mrs. V. Sofia Adaikala Mary

Forwarded By

Dr. M. MEENAKUMARI


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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
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 learnerstoknowtheimportanceofkinshipanditsusages

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**, Level 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.

TEXTBOOK:

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

REFERENCE BOOKS:

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

Digital Open Educational Resources (DOER) :

1. www.socialsciences.manchester.ac.uk
2. www.discveranthropology.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 RELIGION AND MAGIC				
4.1	Definition, Meaning – Theories of Tribal Religion-	3	Chalk & Talk	Black Board
4.2	Animism, Animatism, Naturism and Totemism	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 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 %

CIA	
Scholastic	35
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIAComponents**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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	Categorize the 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
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	2	3	3
CO4	3	3	3	3	2	3	2
CO5	3	3	3	3	2	3	2

Note: ♦ Strongly Correlated-3

♦ Moderately Correlated-2

♦ Weakly Correlated-1

COURSE DESIGNER:

Dr. M. Suganya**Forwarded By
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I B.A. SEMESTER*(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 learner 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.)

AdjustmentandDevelopmentstages–Lifestageadjustment–Infancy–
Childhood – Adolescence – **Adulthood (Self Study)** – Old

age.**UNIT –VI DYNAMISM(Evaluation Pattern-CIA**

only)ScopeofPsychology,PsychologyandPsychiatry

TEXTBOOK

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.

DigitalOpenEducationalResources(DOER):

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

COURSECONTENTS&LECTURESCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	TeachingAids
UNIT-1INTRODUCTIONTOHUMANLIFECYCLE				
1.1	Psychology– Meaning– Definition---	2	Chalk &Talk	BlackBoard
1.2	HumanLifecycle– Conception	3	Lecture	PPT&Whiteboard
1.3	Prenatal– Postnatal	2	Lecture	BlackBoard
UNIT-2SOCIALIZATION				
2.1	Socialization – Meaning – definition	2	Lecture	BlackBoard
2.2	.H. Cooley’s TheoryofLooking Glass Self , Meads theory of Self.Socialization–	3	Chalk &Talk	BlackBoard

2.3	Agents of Socialization	2	Lecture	PPT&Whiteboard
UNIT-3 THEORIES OF SOCIALIZATION				
3.1	Personality- Definition- Meaning-	2	Chalk & Talk	BlackBoard
3.2	Freud's Theory of Human Mind	2	Lecture	PPT&White board
3.3	Self Actualization	1	Lecture	BlackBoard
UNIT-4 ATTITUDE				
4.1	Attitude - Definition--	1	Chalk & Talk	BlackBoard
4.2	Characters- Formation of Attitudes	3	Lecture	PPT&White board
4.3	Attitudinal Change	2	Lecture	BlackBoard
UNIT-5 ADJUSTMENT AND DEVELOPMENT STAGES OF HUMAN LIFE				
5.1	Adjustment and Development stages --	2	Chalk & Talk	BlackBoard
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	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks.	OB/PPT 5 Mks.	35 Mks.	5 Mks.	40Mks.	
K1	-	2	-	-	-	4	-	4	1%
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
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIAComponents

Nos

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	IdentifyHumanLifeCycle.	K1	PSO1&PSO2
CO2	DescribetheProcessof Socialization.	K1	PSO3
CO3	Discuss Personality and its related Theories.	K2	PSO5
CO4	DescribetheAttitudeand Attitudinal Change.	K2	PSO4
CO5	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
♦ Weakly Correlated-1

♦ Moderately Correlated-2

Mapping of COs with POs

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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:



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Dr. M. Shapna Yasmin

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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

(18 HRS.)

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

(25 HRS.)

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. **Barrier to Social change (Self Study)**.

UNIT-VI DYNAMISM (Evaluation Pattern-CIA only)

Social Change in Family and Education

TEXTBOOK:

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 McGraw 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.merriam-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 SOCIAL CONTROL				
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 ROLE AND STATUS				
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 SOCIAL CHANGE				
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

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	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
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIAComponents

Nos

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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 different Social Processes.	K1	PSO1
CO2	Outline the process of Socialization.	K2	PSO2
CO3	Identify the different types of Social Control.	K3	PSO3
CO4	Categorize the nature of Role and Social Status.	K4	PSO4
CO5	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:



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

PROGRAMME 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 (15 HRS.)

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

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

Reform, Redemptive, Revolution, Ecological Movement

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

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

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

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**(15 HRS.)**

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. ed., 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: Zubaan, 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 Iyotha 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
NonScholastic	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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	Open Book Test/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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	Outline the nature and features of Social Movement.	K1	PSO1 & PSO2
CO2	Describe the types of Social Movement.	K1, K2,	PSO3
CO3	Analyze the theories of Social Movement	K1 & K3	PSO5
CO4	Examine the social movements existing in India	K1, K2, K3 &	PSO3
CO5	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	P01	P02	P03	P04	P05	P06	P07
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-II 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 (12 HRS.)

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

TEXTBOOK

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. Chitambar, 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 Distributors, New Delhi, 1998.

Digital Open Educational Resources (DOER):

1. <https://www.ruralsociology.org>
2. <https://us.sagepub.com>
3. <https://www.emeraldgroupublishing.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 & Whiteboard
1.3	Rural settlement pattern	3	Lecture	Black Board
1.4	Rural-urban differences	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 & Whiteboard
UNIT-3 RURAL ECONOMY				
3.1	Agriculture and rural development,	2	Chalk & Talk	Black Board
3.2	Changing occupational structure	2	Lecture	PPT & Whiteboard
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 & Whiteboard

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

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
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIAComponents**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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 Rural Sociology.	K1	PSO1
CO2	Outline the Power structure in Rural India.	K2	PSO2
CO3	Estimate the types and Importance of Rural Economy.	K3	PSO4
CO4	Distinguish the Rural Social Problems.	K4	PSO5
CO5	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:*T. Geetha***Dr. T. GEETHA****Forwarded By****Dr. M. MEENAKUMARI**

[Signature]
Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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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 learner 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 (5HRS.)

Adjustment and Development stages-Lifestage adjustment-Infancy-Childhood - Adolescence - **Adulthood (Self Study)** - Old

age. **UNIT -VI DYNAMISM (Evaluation Pattern-CIA**

only) Scope of Psychology, Psychology and Psychiatry

TEXTBOOK

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 HUMAN LIFE CYCLE				
1.1	Psychology- Meaning- Definition--	2	Chalk & Talk	Black Board
1.2	Human Life cycle- Conception	3	Lecture	PPT & Whiteboard
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 TheoryofLooking GlassSelf,Meads theoryof Self.Socialization–	3	Chalk &Talk	BlackBoard
2.3	Agentsof Socialization	2	Lecture	PPT&Whiteboard
UNIT-3THEORIESOFSOCIALIZATION				
3.1	Personality– Definition – Meaning–	2	Chalk &Talk	BlackBoard
3.2	Freud'sTheoryof HumanMind	2	Lecture	PPT&White board
3.3	SelfActualization	1	Lecture	BlackBoard
UNIT-4ATTITUDE				
4.1	Attitude - Definition--	1	Chalk& Talk	BlackBoard
4.2	Characters– Formationof Attitudes	3	Lecture	PPT&White board
4.3	Attitudinal Change	2	Lecture	BlackBoard
UNIT-5ADJUSTMENTANDDEVELOPMENTSTAGESOFHUMANLIFE				
5.1	Adjustmentand Development stages --	2	Chalk& Talk	BlackBoard
5.2	Lifestage 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	% of Asses	ent
	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
NonScholastic	5
	40

EVALUATION PATTERN

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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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 Human Life Cycle.	K1	PSO1 & PSO2
CO2	Describe the Process of Socialization.	K1	PSO3
CO3	Discuss Personality and its related Theories.	K2	PSO5
CO4	Describe the Attitude and Attitudinal Change.	K2	PSO4
CO5	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
♦ Weakly Correlated-1

♦ Moderately Correlated-2

Mapping of COs with POs

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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



Dr. M. Shapna Yasmin

**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*

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 (15 HRS) 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 Tamil Nadu, MJ P 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 – Characteristics Westernization.	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 MARRIAGE AND 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, fundamentalsofwork, 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

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.	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
NonScholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The level of CIA Assessment based on Revised Bloom's Taxonomy for IUG 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
CO1	Outline the basis and importance of Religious Organizations in India.	K1	PSO1 & PSO2
CO2	Describe the Origin and Changing Trends in caste system	K1, K2,	PSO3
CO3	Estimate the Philosophy of Marriage and Family System in India	K1 & K3	PSO5
CO4	Examine the Impact of Modernization and Globalization on Indian Economy.	K1, K2, K3 &	PSO3

CO5	AnalyzethenatureandTypesof PoliticalSystem	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
♦ Weakly Correlated-1

♦ Moderately Correlated-2

Mapping of COs with Pos

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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-III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
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 learner 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 Systems 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 (6HRS)

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 (6HRS)

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 (6HRS)

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:**TEXTBOOK**

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, Flash8 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-IMAGEMANAGEMENT				
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
NonScholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The level of CIA Assessment based on Revised Bloom's Taxonomy for IUG are:
K1-Remember, K2-Understand, K3-Apply, K4-Analyse
- ✓ The IUG 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

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Identify The Usages Of Multimedia.	K1	PSO1&PSO2
CO2	Discuss Different Building Blocks In Multimedia.	K1,K2,	PSO3
CO3	Compute the Photoshop-Image Management in Multimedia	K1&K3	PSO5
CO4	Analyzetheimportanceofflash.	K1,K2,K3&	PSO3
CO5	Examinethetoolsincreating animations	K2&K4	PSO5

MappingCOsConsistencywithPSOs

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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

Mapping of COs with Pos

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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. M. Suganya

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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 learner to design and apply effects on images.
To equip the skill to create animated scenes by applying 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 types 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**(15HRS)****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. **Moviemaking (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. Postermaking 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

	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 %

EVALUATIONPATTERN**EVALUATIONPATTERN**

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
CO1	Identify the tools to create New Layers	K1	PSO1&PSO2
CO2	Interpret image transformation by using Photoshop	K1,K2,	PSO3
CO3	Apply the Photoshop tools in designing	K1&K3	PSO5
CO4	Examine the shapes and symbols in flash.	K1,K2,K3&	PSO3
CO5	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	P01	P02	P03	P04	P05	P06	P07
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-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 student to learn about the basic concepts of gender studies

To sensitize students related with the 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 Femininity, 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, Savithri Bai Pulea, **Medha Patkar (self study)** and **Arundhati 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:**TEXTBOOK**

1. Jothi Mitra, Women and Society, Kanishk 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 Tamil Nadu, 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-1: Meaning of Gender Studies: basic concepts - Sex and Gender, Masculinity and Femininity, 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	Velu Nachiyar, Dr. Muthulakshmi Reddy	5	Chalk & Talk	Black Board
2.2	Sawithri Bai Pulea,	5	Chalk & Talk	Black Board
2.3	Medha Padkar Arundhati 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.	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
NonScholastic	5
	40

- ✓ AllthecourseoutcomesaretobeassessedinthevariousCIA components.
- ✓ ThelevelofCIAAssessmentbasedonRevisedBloom'sTaxonomy forIUGare:

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

- ✓ The I UG course teachers are requested to start conducting S1, W1, M1, indueintervalsoftime.

EVALUATIONPATTERN

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

C1–AverageofTwoSessionWiseTests

C2–AverageofTwoMonthlyTests

C3-MidSemTest

C4–BestofTwoWeeklyTests

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
CO1	Identify the Meaning and Scope of Gender Studies.	K1	PSO1 & PSO2
CO2	Explain the role of Women Activists in India	K1, K2,	PSO3
CO3	Estimate the Status of Indian Women in Different Sectors.	K1 & K3	PSO5
CO4	Analyze the Impact of Glass Ceiling Effect.	K1, K2, K3 &	PSO3
CO5	Distinguish various Legislations related to Women.	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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	P01	P02	P03	P04	P05	P06	P07
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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 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.

Unit1: Counselling (7HRS)

Counselling-Meaning-Definition-Scope of Counselling.

Unit2: Origin and Growth of Counselling (7HRS)

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

Unit3: Counselling and Related Fields (6HRS)

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

Unit4: Counselling-Expectations and Goals: (5HRS)

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

Unit5: Developmental Tasks (5HRS)

Developmental tasks–Adolescence–Erikson's Theory of Psychological Development–Sociocultural 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 the own self
- Self identity
- Defense mechanisms
- Identifying their own potentials
- Self counselling
- Peer counselling
- Group counselling

TEXTBOOK

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. Munu Bowdon in College, Houghton Mifflin Company – Bortan, 1961.
3. Abnormal Psychology and Modern Life. James C. Coleman, Scott, Foresman and company, 1998.
4. Psychology and Effective behavior. James C. Coleman, Foresman and Company.

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 a hygiene	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

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
NonScholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The level of CIA Assessment based on Revised Bloom's Taxonomy for IUG are:
K1-Remember, K2-Understand, K3-Apply, K4-Analyse
- ✓ The IUG 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
CO1	Describe the Nature, Scope of Counseling.	K1	PSO1 & PSO2
CO2	Identify the Origin and Growth of Counselling.	K1, K2,	PSO3
CO3	Discuss the knowledge of Psychotherapy and clinical psychology.	K1 & K3	PSO5
CO4	Summarize Importance of Positive Mental Health	K1, K2, K3 &	PSO2
CO5	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	P01	P02	P03	P04	P05	P06	P07
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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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 emphasizes on causes, consequences, and possible solutions to **problems** associated with families, schools, workplaces, communities, and the environment.

COURSE OBJECTIVES

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

To equip the learner 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, New Delhi, 2003.

REFERENCE BOOKS:

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

COURSE CONTENTS&LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT – ISOCIALDISORGANIZATIONANDSOCIALPROBLEMS				
1.1	Definition,Characteristicsof SocialDisorganization	5	Chalk &Talk	Black Board
1.2	CausesofSocialDisorganization	5	Chalk &Talk	LCD
1.3	SocialProblems	4	Lecture	PPT& White board
1.4	Merton'sTheoryofAnomieand Deviance.	3	Lecture	Black Board
UNIT-2 PROBLEMSOFDEVIANCE				
2.1	ConceptofSocialDeviance	7	Lecture	Black Board
2.2	Causes, Consequences and RemediesofCrime	6	Chalk &Talk	Black Board
2.3	Causes, Consequences and RemediesofSubstanceAbuse	5	Lecture	Black Board
2.4	Causes, Consequences and RemediesofCommercialSex workers	5	Lecture	Black Board
UNIT-3 PROBLEMSATTHEINDIVIDUALANDFAMILYLEVEL				
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 ofChild 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	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 Schol astic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
NonScholastic	5
	40

- ✓ AllthecourseoutcomesaretobeassessedinthevariousCIA components.
- ✓ ThelevelofCIAAssessmentbasedonRevisedBloom'sTaxonomy forIUGare:

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.

EVALUATIONPATTERN

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
CO1	Identify the causes of Social Disorganizations.	K1	PSO1 & PSO2
CO2	Describe the Problems of Social Deviance.	K1, K2,	PSO3
CO3	Estimate the social problems at Micro and Macro Level.	K1 & K3	PSO5
CO4	Analyze the Problems Arises in Community.	K1, K2, K3 &	PSO3
CO5	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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PS0	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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

Mappingof C0s withPOs

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

COURSEDESIGNER:



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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 top 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 learner to design programmes by applying 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

(6 HRS)

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

(6 HRS)

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

UNITVI:DYNAMISM:ExecutingPrograms**REFERENCES:****TEXTBOOK**

1.MultimediainPractice-Technology&Applications-PHI-1998.

REFERENCEBOOK:

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. EthanWatrallandNorbertHerber,Flash8Savvy,WileyDreamtechIndia (P)Ltd,NewDelhi,2006.(UnitIV,V-Chapter1,4,6).

4. JohnVillamil,CasanovaLousMolina-“Multimediamiaproduction-Planning andDelivery”-PHI.

COURSECONTENTS&LECTURESCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-1 INTRODUCINGVB				
1.1	VB at work – Analyzing VB Programs	2	Chalk &Talk	PPT &White Board
1.2	ControlsandProperties	2	Chalk &Talk	LCD
1.3	Examining-Labels, Buttons &Text Boxes.	2	Lecture	PPT& White board
UNIT-2 CODEDESIGN				
2.1	Puttingcodeinto VB	2	Lecture	Black Board
2.2	Message&InputBoxes	2	Chalk &Talk	Black Board

2.3	VBLooping	2	Lecture	Black Board
UNIT-3 WORKINGWITHCODE				
3.1	Combiningcode&controls	2	Chalk &Talk	Black Board
3.2	ListBoxes&DataLists.	2	Chalk &Talk	Black Board
3.3	AdditionalControls Dialog Box Basics	2	Chalk &Talk	Black Board
UNIT-4PROGRAMMINGWITHDATA				
4.1	ModularProgrammingandBuilt-in Function	2	Chalk &Talk	Black Board
4.2	Database Basics The Graphic, Image	2	Chalk &Talk	LCD
4.3	ToolBar&MoreGraphics-	1	Chalk &Talk	Black Board
4.4	PrintingwithVB-objectBasics	1	Chalk &Talk	Black Board
UNIT-5DATAREPORTS				
5.1	Data Environment and Data Report	2	Chalk &Talk	Black Board
5.2	DataReportobjects	2	Chalk &Talk	LCD
5.3	Methodsandfunction	2	Lecture	PPT& 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 %

CIA	
Scholastic	35
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Recall visual programming basics and its components.	K1	PSO1 & PSO2
CO2	Explain code design in visual programming.	K1, K2,	PSO3
CO3	Identify controls in visual programming.	K1 & K3	PSO5
CO4	Examine Built-in Function of visual programming	K1, K2, K3 &	PSO3
CO5	Analyze data reports.	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

MappingofC0swithPos

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

COURSEDESIGNER:



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IIB.A**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:**(15 HRS)**

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:**(10 HRS)**

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

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

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 Marksheet 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

	C1	C2	C3	C4	C5	Total Scholasti c 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 %

EVALUATIONPATTERN

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

C1 – Practical 1

C2 – Practical 2

C3 – Record Note

COURSEOUTCOMES

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	Describe Visual Programming in Arithmetic Calculations	K1	PSO1 & PSO2
CO2	Discover Database Programs	K1, K2,	PSO3
CO3	Construct inventory report	K1 & K3	PSO5
CO4	Discover Paybill	K1, K2, K3 &	PSO3
CO5	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	P01	P02	P03	P04	P05	P06	P07
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: ♦ StronglyCorrelated-3

♦ ModeratelyCorrelated-2

♦ WeaklyCorrelated-1

COURSEDESIGNER:



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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	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 (20 HRS)

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.

UNITV:ADJUSTMENTANDDEVELOPMENTSTAGES (10HRS)

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

UNITVI:DYNAMISM:

Scopeof Psychology,Psychology and Psychiatry

REFERENCES:**TEXTBOOK:**

1. Karen Grover Dutty Eastwood Atwater, Psychology for livingadjustmentgrowthandbehaviourtodayPearsonEducation,2008.

REFERENCEBOOKS:

1. ArunKumar,IntroductiontopsychologyAnmolPublicationsPvt.Ltd, 2002.
2. Dr.R.Bhaskar,Fundamentalsofchildpsychology,Swastikpublishersan distributors, 2008.
3. DalipsinghEmotionalIntelligenceatwork,ResponsebooksAdvisionof sage publications 2006.
4. John w. Santrock, Tata McGrawAdolescenceHillpublishingcompany limited, 2006.
5. NormanL.Munn,TheFundamentalofHumanadjustment,Bowdonin 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.Rajamanickam,AbnormalpsychologyAuthorspress,2004.

COURSECONTENTS&LECTURESCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-1 ADJUSTMENTANDINTERPERSONALRELATIONS				
1.1	Definition,characteristicsofa 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
UNIT 3 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	Natureofadjustment,	3	Chalk &Talk	Black Board
5.2	Lifestagesofadjustment- Infancy, Childhood,	3	Chalk &Talk	LCD
5.3	Adolescence,AdulthoodandOld age	4	Lecture	PPT& White 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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Identify the concepts of Adjustment and Importance of Interpersonal Relationship.	K1	PSO1 & PSO2
CO2	Outline the basic needs and drives.	K1, K2,	PSO3
CO3	Estimate the sources of stress and Ego defense mechanisms.	K1 & K3	PSO5
CO4	Classify the effects of emotion on personality.	K1, K2, K3 &	PSO2
CO5	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
♦ Weakly Correlated-1

♦ Moderately Correlated-2

Mapping of COs with POs

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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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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 (7HRS)

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

UNIT II: Self-Concept (7HRS)

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

UNIT III: Counselling Process (6HRS)

Counselling Process – Preparation for Counselling – Counselling relationship.

UNIT IV: Counselling Interactions (5HRS)

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

UNIT V: Counselling Interview (5HRS)

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

UNIT VI: DYNAMISM:

Grief Counselling, Telecounselling

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 Lauryon, Arizona State University,

1975.

2. The Fundamental of Human adjustment, Norman L. Munu Bowdon in College, Houghton Mifflin

Company – Bortan, 1961.

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

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

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 (7HRS)				
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 (7HRS)				
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 (6HRS)				
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 (5HRS)				
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 (5HRS)				
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
NonScholastic	5
	40

- ✓ AllthecourseoutcomesaretobeassessedinthevariousCIA components.
- ✓ ThelevelsofCIAAssessmentbasedonRevisedBloom'sTaxonomy forIUGare:

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.

EVALUATIONPATTERN

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

C1–AverageofTwoSessionWiseTests

C2–AverageofTwoMonthlyTests

C3-MidSemTest

C4–BestofTwoWeeklyTests

C5–Non–Scholastic

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Describetheapproachesof counsellingprocess	K1	PSO1&PSO2
CO2	Interprettheconceptof“Self”	K1,K2,	PSO3
CO3	Discussthestepsinvolvedin ProfessionalCounselling.	K1&K3	PSO5
CO4	EstimatetheSkillsandQualitiesof Counsellor	K1,K2,K3&	
CO5	DiscovertheneedofCounsellingin SpecificSituations	K2&K4	

MappingC0sConsistencywithPSOs

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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

MappingofC0swithPos

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: ♦ StronglyCorrelated-3
♦ WeaklyCorrelated-1

♦ ModeratelyCorrelated-2

COURSEDESIGNER:



Dr.K.Saritha

**Forwarded By
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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 learner to apply their sociological imagination to explain social issues from a social structural and critical perspective.

COURSE OBJECTIVES

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

To equip the learner 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 DURKHEIM [15 HRS]

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

Theory of Suicide, Theory of Religion.

TEXTBOOKS:

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

REFERENCE BOOKS:

1. Shrivastawa R.S, *Traditions in Sociological Theory*, Rawat Publication, Jaipur, (1991).
2. Don Martindale, *The Nature and Types of Sociological Theory*, Rawat Publication, Jaipur, (2001).
3. Turner H. Jonathan, *The Structure of Sociological Theory*, Rawat Publication, Jaipur, (2001).
4. Bert N. Adams and R.A Sydie, *Sociological Theory* Vistaar Publications New Delhi – (2002).
5. Charles Lemert, *Rawat Social Theory, The Multicultural and Classic Readings*, Rawat Publications, Jaipur and New Delhi – (2004).
6. Pip Jones, *Introduction to Social theory*, Atlantic Publisher and Distributors, New Delhi – (2005).
7. M. Francis Abraham, *Modern Sociological theory*, Oxford University Press, (2008)
8. Tim Delaney, *Contemporary Social Theory*, Dorling Kindersley Pvt. Ltd, New Delhi, (2008).
9. Jonathan H Turner, *The structure of Sociological Theory*, 4th Edition, Rawat Publication, (1987). [ISBN-8170330424]
10. 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 KARL MARX				
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 EMILE DURKHEIM				
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.	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
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIAComponents**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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	Describe the historical and cultural contexts in which specific theories were developed.	K1	PSO1
CO2	Discuss social, political, economic structures of society.	K2	PSO2
CO3	Identify the structure and functions of social world	K3	PSO5
CO4	Classify the major sociological perspectives	K4	PSO5
CO5	Analyze sociological theories in social research	K4	PSO1

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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**

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
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

TEXTBOOKS:

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. Minhajulhoda, 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 TOOLS OF SOCIAL INVESTIGATION				
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	Pretest	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
NonScholastic	5
	40

EVALUATION PATTERN

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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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	Recall the Nature and Scope of Social Research	K1	PSO1
CO2	Outline the need and types of Research Design	K2	PSO4
CO3	Construct the tools for Social Investigation.	K3	PSO5
CO4	Analyze need based Sampling Methods	K4	PSO4
CO5	Discover the Sociological Report with a firm understanding about the Social World.	K4	PSO2

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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	CREDITS
UASC	19S5CC15	SOCIAL GERONTOLOGY	5	4

COURSE DESCRIPTION

This course analyzes the social aspects of aging 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 learner to explore 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 Nongovernment 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

TEXTBOOKS:

1. Krishan and Sanwal, Fundamentals of Gerontology Akansha publishing house, New Delhi, 2008.

REFERENCE BOOK:

1. Simonede Behavior, Old Age, Cox and Wyman Ltd. London, 1972.
2. S. Irudaya Rajan, U.S. Mishra and P. Sankar Sarma, 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 Serials Publications, New Delhi, 2004.
5. K. Kapoor, India's Elderly, Satwanti Kapoor Mittal Publications, New Delhi, 2004.
6. R. K. A. Subrahmanya, Social Security for the elderly, Shipra Publications, 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 Nongovernment 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
NonScholastic	5
	40

EVALUATION PATTERN

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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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	Recall the nature, scope and theories of Social Gerontology	K1	PSO1
CO2	Classify the physical, psychological and social changes of elderly	K2	PSO2
CO3	Discover the problems faced by the elderly	K3	PSO5
CO4	Analyze the status of elderly in the society	K4	PSO4
CO5	Examine the support systems of the elderly.	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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

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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-VSPSS	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 [15 HRS]

Descriptive Statistics: Measures of Central Tendency-Variables Percentiles, Quartiles,

Skewness,Kurtosis-usingSPSS.Comparingmeans:oneortwosamples'ttest,

'z' test,'f' test,chi-square test.

UNIT V: Statistical Analysis with SPSS II

[15 HRS]

Correlation-Nature of Variables-Bivariate/Partial Correlation-
SimpleRegression&MultipleRegression-Stepwise-RValues-
CompoundGrowthRate- Graphs.

TextBooks:

1. StatisticalMethodsforPracticeandResearch-AjaiS.GaurandSanjay S.Gaur.

ReferenceBooks:

1. StatisticalAnalysisQuickReferenceGuideBookwithSPSSExamples–
AlanC.Elliot&WyaneaWoodward
2. SPSS for Introductory Statistics: Use and Interpretation (Fifth Edition),
George,Morgan,NancyL.Leech,GeneW.Gloeckner,KarenC.Barrett.

COURSECONTENTS&LECTURESCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-1 DataandDataCreation				
1.1	Research Hypothesis	2	Demonstration/ Lecture	White board
1.2	Operationalising researchhypothesis	2	Demonstration/ Lecture	White board
1.3	Variables	2	Demonstration/ Lecture	White board
1.4	Study Variable and InfluencingVariables	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	PreparingMetaData Matrix from Questionnaire	2	Demonstration/ Lecture	White board
1.9	Illustrate this exercise withanexample.	2	Demonstration/ Lecture	White board
UNIT-2 IntroductiontoSPSSandDescriptiveStatistics				
2.1	StartingSPSS	4	Demonstration/ Lecture	White board
2.2	SPSS-MainMenus	4	Demonstration/ Lecture	White board
2.3	Working with the Data Editor	4	Demonstration/ Lecture	White board
2.4	SPSSViewer	3	Demonstration/ Lecture	White board
UNIT-3 DataHandling				
3.1	Insertingcases	2	Demonstration/ Lecture	White board
3.2	Sorting Cases	2	Demonstration/ Lecture	White board
3.3	MergingFiles	1	Demonstration/ Lecture	White board
3.4	AggregatingCases	1	Demonstration/ Lecture	White board
3.5	SplittingFiles	1	Demonstration/ Lecture	White board
3.6	SelectingCases	1	Demonstration/ Lecture	White board
3.7	Recoding	1	Demonstration/ Lecture	White board
3.8	ComputingNewVariables	1	Demonstration/ Lecture	White

			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	Whiteboard
5.2	Nature of Variables	2	Demonstration/ Lecture	Whiteboard
5.3	Bivariate Correlation	2	Demonstration/ Lecture	Whiteboard

5.4	PartialCorrelation	1	Demonstration/ Lecture	Whiteboard
5.5	SimpleRegression	1	Demonstration/ Lecture	Whiteboard
5.6	MultipleRegression	1	Demonstration/ Lecture	Whiteboard
5.7	Stepwise-RValues	1	Demonstration/ Lecture	Whiteboard
5.8	CompoundGrowth Rate	2	Demonstration/ Lecture	Whiteboard
5.9	Graphs	3	Demonstration/ Lecture	Whiteboard

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 %

EVALUATIONPATTERN

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

C1 – Practical 1

C2 – Practical 2

C3 – Record Note

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Recalltheimportanceofstatistical usage in social research	K1	PSO1
CO2	Classifythedataviewandvariableview.	K2	PSO2
CO3	Estimatethedifferentoptions available in data handling	K3	PSO4
CO4	Categorize the data and use the appropriatetests inSPSS	K4	PSO4
CO5	Analyze the tests, graphs and to write interpretation	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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 learner 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.

TEXTBOOK:

1. Bhande Asha and Kanitkar 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 Mukharjee, 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, India's Billion 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's Population Policy	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
NonScholastic	5
	40

EVALUATION PATTERN

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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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 01	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 student to understand the importance of health from a sociological perspective.

To expose the student 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.

UNITV:HealthplanningandManagement**[10HRS]**

HealthplanningandManagement–Definition-HealthplanninginIndia–
WorldHealthorganizationandHealthManagement.

TextBook:

- 1.FreemanH.,HandbookofMedicalSociology,EngleWoodCliffs,
Prentice
hall,1963.

ReferenceBooks:

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. MeganLondonEnvironment,HealthandSustainabledevelopment New Delhi, 2006.
5. J.E. Park and Park K, Textbook of preventive and social medicine, 2000, Banarasidas Bhanot Publishers, 2000
6. PreetiOberoiHealthManagementNewDelhi,2001.
7. Venkatratnam R., Medical Sociology in an Indian Setting, Madras Macmillan,1979.
8. WilliamC.Cockerham,MedicalSociology,PrenticeHall,1978.

COURSECONTENTS&LECTURESCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-1 Introduction				
1.1	SociologyofHealth	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 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 %

CIA	
Scholastic	35
NonScholastic	5
	40

EVALUATION PATTERN

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

UGCIA Components**Nos**

C1	-	Test(CIA1)	1	-	10Mks
C2	-	Test(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

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 01	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
♦ 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	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
♦ Weakly Correlated-1

♦ Moderately Correlated-2

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 learner to find the root cause of their unsolved issues and problems

UNIT I: The child within**[4HRS]**

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**[6HRS]**

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**[4HRS]**

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**[6HRS]**

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

UnitV: Practical Exercises**[10HRS]**

- Riskingtellingourpersonalstories.
- Expressingouranger.
- differentkindsofGuidedimagery
- Verbalandwrittendialogues.
- Mirrorworks
- Drawings
- Usingpictures from magazines
- Activities
- Rituals
- Usebreathandbodywork
- Experiencefeelingsduringsilenceandmeditations
- Bringup unresolved issues from the past.
- helpingtoloveourownbody
- identifyselfrejection
- exploringcoreissuesinrelationships
- identifyyourdualisticpattern
- games
- Forgivenessprocess
- Creatingpersonalbills ofrights

TEXTBOOK:

1. Zoe Benjamin The Emotional Problems of Childhood, 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 Lifespan 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 path 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 Mirrorworks	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 Bringupunresolvedissues from the past.	2	Lecture	Black Board
5.5	helping to love our own body identify self rejection exploring core issues in relationships identifyyourdualisticpattern	2	Chalk &Talk	Black Board
5.6	games Forgivenessprocess Creatingpersonalbills ofrights	2	Lecture	Black Board

INTERNAL- UG

	C1	C2	C3	C4	C5	Total Scholasti c 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
NonScholastic	5
	40

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The level of CIA Assessment based on Revised Bloom's Taxonomy for IUG are:
K1-Remember, K2-Understand, K3-Apply, K4-Analyse
- ✓ The IUG 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
CO1	Identify their "Inner Self".	K1	PSO1
CO2	Summarize the importance of Healing Process	K2	PSO3
CO3	Describe the intimate relationship with "self and others"	K2	PSO5
CO4	Estimate the process of Healing and Transformation	K3	PSO3
CO5	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	P01	P02	P03	P04	P05	P06	P07
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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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 designed to understand and manage emotions. It includes perception of self and emphasises 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 learner to act with empathy in all kinds of situations.

UNIT I: The acceptance of feeling [6HRS]

Acceptance, awakening self-acceptance, integrative processing

UNIT II: Feeling through the body [6HRS]

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

UNIT III: Sexuality [6HRS]

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 [6HRS]

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

UNIT V: Practical Exercises [6HRS]

The Therapeutic Encounter

Working on Yourself
 Breath
 Affirm that you are processing
 Self Image
 Future orientation / Hope
 Past orientation/ Idealizing
 Positive attitude
 Affirmations
 Problemsolving
 Dream work

TEXTBOOK:

1. Zoe Benjamin The Emotional Problems of Childhood, 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 you are 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	Futureorientation/Hope Past orientation/ Idealizing Positive attitude	2	Chalk &Talk	Black Board
5.3	Affirmations Problemsolving Dreamwork	2	Lecture	Black Board

INTERNAL- UG

	C1	C2	C3	C4	C5	Total Scholasti c 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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Identify their "Inner Self".	K1	PSO1
CO2	Summarize the importance of Healing Process	K2	PSO2
CO3	Describe the intimate relationship with "self and others"	K2	PSO4
CO4	Estimate the process of Healing and Transformation	K3	PSO5
CO5	Discover the importance of healing the inner child	K3	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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. 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. Garfinkel****[20 HRS]**

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

UNIT V: Michel Foucault & Jacques Derrida**[15 HRS]**

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

TEXTBOOKS:

1. M. Frisvold 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. Shrivastava 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 MBLAU				
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	Althusser's	7	Lecture	PPT & White board
3.2	Theory of Ideology	7	Chalk & Talk	Black Board
3.3	Gramsci'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 FOUCAULT & JACQUES DERRIDA				
5.1	Michal Foucault	3	Chalk & Talk	PPT & White board
5.2	Theory of Power and Knowledge	3	Chalk & Talk	Black Board
5.3	Lifeworld	2	Lecture	Black Board
5.4	Jacques Derrida	3	Chalk & Talk	PPT & White board
5.5	Contributions	1	Chalk & Talk	Black Board
5.6	Deconstructivism	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
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIA Components

		Nos	
C1	- Test(CIA1)	1	- 10Mks
C2	- Test(CIA2)	1	- 10Mks
C3	- Assignment	1	- 5Mks
C4	- OpenBookTest/PPT	2*	- 5Mks
C5	- Quiz	2*	- 5Mks
C6	- Attendance		- 5Mks

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 principal lines in the development of modern sociological theory	K1	PSO1
CO2	Interpret the meaning of central concepts and theories in modern sociological theory	K2	PSO2
CO3	Apply the relevant parts of modern sociological theory to analyze social phenomena	K3	PSO5
CO4	Correlate sociological theories and the connection between present societies	K4	PSO4
CO5	Analyze the present political system connected with contemporary theories	K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
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 help to identify themselves.

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.

TEXTBOOKS:

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

REFERENCEBOOKS:

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

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	Formationofpublicopinion	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
NonScholastic	5
	40

EVALUATIONPATTERN

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

UGCIAComponents**Nos**

C1	-	TheoryTest(CIA1)	1	-	10Mks
C2	-	PracticalTest(CIA2)	1	-	10Mks
C3	-	Assignment	1	-	5Mks
C4	-	OpenBookTest/PPT	2*	-	5Mks
C5	-	Quiz	2*	-	5Mks
C6	-	Attendance		-	5Mks

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO1	Identify the significance of understanding human psychology	K1	PSO1&PSO2
CO2	Discussthesocialcognitionand cognitivechanges	K2	PSO3
CO3	Estimatethenature,formation and changes of attitude	K3	PSO5
CO4	Examine the nature and classificationofprejudiceand stereotype	K4	PSO4

CO5	Categorize the nature, formation and principles of public opinion	K4	PSO5
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Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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:

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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 [6HRS]

Naming Conventions-Understanding Tags-Using Special Characters-Understanding Hexadecimal Color-Using Web Safe Color-Specifying Document Colors

UNIT II: TEXT AND LINKS [6HRS]

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 [6HRS]

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**[6HRS]**

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**[6HRS]**

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.

REFERENCE BOOK:

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

COURSE CONTENTS & LECTURE SCHEDULE:

Module 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	BlackBoard
1.5	UsingWebSafeColor	1	Lecture	BlackBoard
1.6	SpecifyingDocumentColors	1	Discussion	BlackBoard
UNIT-2 TEXTANDLINKS				
2.1	FormattingParagraphsUsingHeadings	1	Discussion	BlackBoard
2.2	AddingEmphasis FormattingFonts	1	Chalk &Talk	LCD
2.3	LinkstootherWebPagesAddingLinkstosectionwithinthesamepageAddingothertypesof Links ChangingLinkcolor	2	Lecture	BlackBoard
2.4	CustomizingLinks	1	Lecture	BlackBoard
2.5	FormattingParagraphsUsingHeadings	1	Lecture	BlackBoard
UNIT-3 IMAGESANDLISTS				
3.1	UsingimagesintheforegroundSpecifyingtheheight&width	1	Chalk &Talk	LCD
3.2	ProvidingalternativeText forimagesLinkingImages	1	Lecture	BlackBoard
3.3	UsingBorders AligningImages&text	1	Lecture	BlackBoard
3.4	AddingSpace aroundText UsingImagesintheBackgroundLists	1	Lecture	BlackBoard
3.5	UsingorderedLists	1	Discussion	BlackBoard
3.6	unordered lists Definition ListsNestingLists	1	Chalk &Talk	LCD
UNIT-4 TABLESANDFRAMES				
4.1	CreatingaBasicTableFormattingTablesFormattingContentin Table cells	1	Chalk &Talk	LCD
4.2	UsingAdditionalFormattingTechniques	1	Lecture	BlackBoard

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

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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Identify the fundamental skills to maintain web server services required to host a website	K1	PSO1 & PSO2
CO2	Illustrate websites using appropriate security principles, focusing specifically on the vulnerabilities inherent in common web implementations.	K2	PSO3
CO3	Estimate the web media objects using editing software.	K3	PSO5
CO4	Distinguish the Tables and Frames	K4	PSO4
CO5	Examine the Basic Forms	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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: ♦ StronglyCorrelated–3 ♦ ModeratelyCorrelated–2
 ♦ WeaklyCorrelated-1

MappingofC0swithPos

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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: ♦ StronglyCorrelated–3 ♦ ModeratelyCorrelated–2
 ♦ WeaklyCorrelated-1

COURSEDESIGNER:



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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	LABVI-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 learners in 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 webpage 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	HTMLBasictags	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	Linktags	7	Demonstration/ Lecture	White board
UNIT-3				
3.1	TableTags	8	Demonstration/ Lecture	White board
3.2	Formtags	7	Demonstration/ Lecture	White board
UNIT-4				
4.1	Frametags	7	Demonstration/ Lecture	White board
4.2	Textblinking	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.	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 %

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
CO1	Identify the aesthetics and formal concepts of layout	K1	PSO1 & PSO2
CO2	Associate websites that effectively communicate social issues using visual elements.	K2	PSO3
CO3	Apply web pages of their choice.	K3	PSO5
CO4	Examine and maintain their blogs.	K4	PSO4
CO5	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
♦ 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:



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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 of 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 reformative 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	Classical School	2	Lecture	Black Board
2.3	Neo-Classical School	2	Discussion	Black Board
2.4	Positive School	4	Lecture	Black Board
2.5	Sociological Theory of Criminal Behaviour	5	Discussion	Black Board
UNIT-3 PAROLE AND PROBATION				
3.1	Parole (Self Study)	1	Lecture	Black Board
3.2	Meaning	1	Chalk & Talk	Black Board
3.3	Functions of Parole Board	3	Chalk & Talk	Black Board
3.4	Conditions of Parole	2	Lecture	Black Board
3.5	Probation	1	Chalk & Talk	Black Board
3.6	Procedure for Probation	4	Lecture	Black Board
3.7	Role of Probation Officers	3	Chalk & Talk	Black Board
UNIT-4 POLICE SYSTEM AND JUDICIAL SYSTEM				
4.1	Police	2	Lecture	Black Board
4.2	Origin of Police System	2	Chalk & Talk	Black Board
4.3	Principles of Policing	2	Lecture	Black Board
4.4	Functions of Police	3	Chalk & Talk	Black

				Board
4.5	ProblemsofPoliceSystem	2	Lecture	Black Board
4.5	JudicialSystem	2	Chalk&Talk	Black Board
4.6	Differenttypesofcourt	2	Lecture	Black Board
UNIT-5CRIMEPREVENTION				
5.1	Recidivism	4	Lecture	Black Board
5.2	CausesofRecidivism	4	Chalk&Talk	Black Board
5.3	Crimepreventionmeasures	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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Recall the nature, origin and development of criminology	K1	PSO1
CO2	Interpret the theories and various schools of criminology	K2	PSO3
CO3	Estimate the functions of correctional systems of criminal behavior like parole and probation	K3	PSO5
CO4	Categorize the functions of police and judicial system of our country.	K4	PSO4
CO5	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	P01	P02	P03	P04	P05	P06	P07
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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**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 student on impacts of mass media on society.

UNIT I: Introduction to Mass Media

[20 HRS]

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 Economics, 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 / Alternative 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

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.	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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Identify the basic functions of mass media	K1	PSO1 & PSO2
CO2	Associate how the media can relate with sociology	K2	PSO3
CO3	Estimate the perspectives of mass media	K3	PSO5
CO4	Compare the historical emergence of mass media culture	K4	PSO3
CO5	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	P01	P02	P03	P04	P05	P06	P07
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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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 [15HRS]

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

UNIT II: Approaches [20HRS]

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

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

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 [10HRS]

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

TextBook:

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

ReferenceBooks:

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	BlackBoard
2.4	Urbanity	3	Lecture	BlackBoard
2.5	Suburb	2	Chalk&Talk	BlackBoard
2.6	Metropolitan	2	Chalk&Talk	BlackBoard
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	BlackBoard
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	BlackBoard
3.5	Development	4	Chalk&Talk	BlackBoard
UNIT-4 URBAN SOCIAL STRUCTURE				
4.1	Urban family (Self Study)	3	Lecture	BlackBoard
4.2	urban social stratification	4	Chalk&Talk	BlackBoard
4.3	Caste and Class	4	Chalk&Talk	BlackBoard
4.4	Occupational Divisions	3	Chalk&Talk	LCD
UNIT-5 URBAN PROBLEMS				
5.1	Urban Crimes	3	Lecture	BlackBoard
5.2	Urban Slum	3	Chalk&Talk	BlackBoard
5.3	Urban Health Issues	2	Chalk&Talk	BlackBoard
5.4	Urban Poverty Urban Pollution	2	Chalk&Talk	LCD

INTERNAL- UG

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholastic Marks C6	CIA Total	% of Assessme nt
	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
NonScholastic	5
	40

- ✓ AllthecourseoutcomesaretobeassessedinthevariousCIA components.
- ✓ ThelevelsofCIAAssessmentbasedonRevisedBloom'sTaxonomy forIUGare:

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
C01	Recall the changing pattern of urban sociology	K1	PS01 & PS02
C02	Summarize the basic concepts of urbanization	K2	PS03
C03	Discover the factors and conditions that lead to city development	K3	PS05
C04	Apply models of urban development to specific areas	K4	PS04
C05	Contrast the problems and challenges of urban slums	K4	PS05

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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
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	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 learner to have a general view of modern industry. To enable the students to understand the Industrial disputes.

UNIT I: Industrial Sociology [15HRS]

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 [20HRS]

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: [20HRS]

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 [15HRS]

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 [10HRS]

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

TEXTBOOK:

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 Prakash Nath 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	BlackBoard
2.3	The Manorial or Feudal system	2	Chalk & Talk	LCD
2.4	The guild system	2	Lecture	BlackBoard
2.5		2	Lecture	BlackBoard
2.6	The factory system	2	Lecture	BlackBoard
2.7	Characteristics of the factory system	3	Discussion	BlackBoard
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	BlackBoard
3.3	Pre-requisites of Industrial Organisation	4	Lecture	BlackBoard
3.4	Principles of Organisation	4	Lecture	BlackBoard
3.5	Type of Informal Group	4	Discussion	BlackBoard
UNIT-4 INDUSTRIAL MANAGEMENT				
4.1	The Managerial Structure	1	Chalk & Talk	LCD
4.2	Line and Staff Organizations	2	Lecture	BlackBoard
4.3	Functions of Line and Staff	2	Lecture	BlackBoard
4.4	Supervisors	2	Lecture	BlackBoard
4.5	White collar Workers	2	Discussion	BlackBoard
4.6	Blue collar Workers	2	Chalk & Talk	LCD

4.7	Knowledge workers	2	Lecture	BlackBoard
4.8	Artificial intelligence	2	Lecture	BlackBoard
UNIT-5 INDUSTRIAL DISPUTES				
5.1	Meaning	1	Chalk & Talk	LCD
5.2	Forms: Strike and Lock-out	2	Lecture	BlackBoard
5.3	Types of Strike	1	Lecture	BlackBoard
5.4	Causes of Industrial Disputes (with reference to India)	2	Lecture	BlackBoard
5.5	trade union	2	Discussion	BlackBoard
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.	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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
CO1	Recalls sociological structures and emergence of industrial sociology.	K1	PSO1 & PSO2
CO2	Interpret Sociological insights into rise and development of industry	K2	PSO3
CO3	Estimate the formal and informal interactions within organizations	K3	PSO4
CO4	Compare the managerial structure and its functions	K4	PSO3
CO5	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	P01	P02	P03	P04	P05	P06	P07
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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 Tamilnadu-625 018

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

To equip the learner to understand the problems of leadership by various activities.

UNIT I: Leadership: [6HRS]

Definition, Meaning, Explanation of Leadership Skills

UNIT II: Attributes of Leadership Skills [7HRS]

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: [6HRS]

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

UNIT IV: Feedback [5HRS]

Giving and Receiving

Unit V: Practical Exercises [6HRS]

- Roleplay
- Games
- Groupwork

TextBook:

1. JohnAdair,Effectiveleadership,RupaandCo,Delhi,1983.

ReferenceBooks:

1. JamesBell,EvaluatingPsychologicalinformation.Sharpeningyour critical thinking skills , Howard Community College, Allyn and Bacon, INC.
2. Elizabeth D.Hutchison, Dimensions of Human Behaviour(The changinglife course), Pine forge press,London,1999.
3. Karen K.Kirst-Ashman, Charles Zastrow and Vicki Vogel, UnderstandingHumanBehaviour and the social Environment,Brooks/coleThomsonLearning,UnitedStates,2001.

COURSECONTENTS&LECTURESCHEDULE:

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	ExplanationofLeadershipSkills	4	Lecture	PPT& White board
UNIT-2 ATTRIBUTESOFLEADERSHIPSKILLS				
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	Roleplay	3	Lecture	Black Board
5.2	Games	3	Discussion	Black Board
5.3	Groupwork	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
NonScholastic	5
	40

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

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

- ✓ The IUG 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
C01	Define the leadership and identify its skills	K1	PSO1 & PSO2
C02	Describe the attitudes of leadership skills	K2	PSO3
C03	Discuss the qualities of a leader	K2	PSO4
C04	Infer the role played by a leader.	K3	PSO3
C05	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

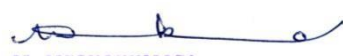
Note: ♦ Strongly Correlated-3 ♦ Moderately Correlated-2
 ♦ Weakly Correlated-1

Mapping of COs with Pos

CO/ PSO	P01	P02	P03	P04	P05	P06	P07
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.,
 Assistant Professor & Head
 Department of Sociology and Social Work
FATIMA COLLEGE, MADURAI
 Tamilnadu-625 018

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

PROGRAMME 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` [6HRS]

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

UNIT II: Pattern of Communication: [6HRS]

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: [6HRS]

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 [6HRS]

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 [6HRS]

- Dialogue

- Roleplay
- Situational conversation
- Exercise on Body language
- Exercise on Eye contact
- Training on constructive expression

TEXTBOOK:

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

REFERENCEBOOKS:

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	Eye contact 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	ImportanceofDialogue	1	Chalk &Talk	Black Board
2.3	FourRequirementsofDialogue	1	Chalk &Talk	Black Board
2.4	TurnTaking	1	Chalk &Talk	Black Board
2.5	ConnectingMutualInfluencing	1	Chalk &Talk	Black Board
2.6	Co-Creating Outcomes The Factors of Therapeutic Dialogue	1	Chalk &Talk	Black Board
UNIT-3 ACTIVELISTENING				
3.1	The Foundation of Understanding Inadequate Listening	1	Chalk &Talk	Black Board
3.2	Non-ListeningPartialListening	1	Chalk &Talk	Black Board
3.3	Tape RecordingRehearsing Empathetic Listening-Deal With Feelings	1	Chalk &Talk	Black Board
3.4	StickToHereAndNowNon-judgmental	1	Chalk &Talk	Black Board
3.5	AbsenceOfInterpretationAvoid Why Questions	1	Chalk &Talk	Black Board
3.6	ListeningToBodyLanguage	1	Chalk &Talk	Black Board
UNIT-4 DIMENSIONSOFRESPONDING				
4.1	The Three Dimensions Of Responding skills	1	Chalk &Talk	Black Board
4.2	Perceptiveness	1	Chalk&	Black

			Talk	Board
4.3	KnowhowandAssertiveness	1	Chalk &Talk	Black Board
4.4	LearningtonametheFeelingand Emotion	1	Chalk &Talk	Black Board
4.6	UseofOpenendedquestions	1	Chalk &Talk	Black Board
4.6	TheNatureofChallengingand specific challenging skills.	1	Chalk &Talk	Black Board
UNIT-5 PRACTICALEXERCISES				
5.1	Dialogue	1	Chalk &Talk	Black Board
5.2	Roleplay	1	Chalk &Talk	Black Board
5.3	Situationalconversation	1	Chalk &Talk	Black Board
5.4	ExerciseonBodylanguge	1	Chalk &Talk	Black Board
5.5	ExerciseonEyecontact	1	Chalk &Talk	Black Board
5.6	Training on constructive expression	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
NonScholastic	5
	40

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

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

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

EVALUATIONPATTERN

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

C1–AverageofTwoSessionWiseTests

C2–AverageofTwoMonthlyTests

C3-MidSemTest

C4–BestofTwoWeeklyTests

C5–Non-Scholastic

COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
C01	Identify the importance of communication and its types	K1	PS01&PS02
C02	Describethepatternof communications	K2	PS04
C03	Discussproperlisteningskills	K2	PS03
C04	Utilize the dimensions of responding skills	K3	PS04
C05	BuildthecommunicationSkills	K3	PS05

Mapping COs Consistency with PSOs

CO/ PSO	PS 01	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	P01	P02	P03	P04	P05	P06	P07
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. M. Shapna Yasmin

**Forwarded By
Dr. M. Meenakumari**



Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,
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Department of Sociology and Social Work
FATIMA COLLEGE, MADURAI
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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	21S2SLN2	BASICS OF PSYCHOLOGY	-	2

COURSE DESCRIPTION

To introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

COURSE OBJECTIVES

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

To help the learners to understand the importance of Socialization

To enhance self awareness and apply positive aspects of the course in meeting social demands.

UNITS**UNIT –I INTRODUCTION TO PSYCHOLOGY (HRS.)**

Psychology – Meaning – Definition – Branches of Psychology: Developmental Psychology – Social Psychology – Abnormal Psychology – Behavioural Psychology – Clinical Psychology – Forensic Psychology – Social Psychology.

UNIT –II METHODS OF PSYCHOLOGY (HRS.)

Observational Method – Experimental Method – Clinical Case Study Method – Interview Method.

UNIT –III BASICS OF INTELLIGENCE (HRS.)

Definition – Effect of Heredity and Environment on Intelligence – Assessment of Intelligence – Individual Verbal Tests – Individual Non-Verbal Tests – Individual Performance Tests – Group Verbal Tests – Group Non- Verbal Tests – Concept of Mental Age and IQ.

UNIT –IV ESSENTIALS OF LEARNING (HRS.)

Meaning and Nature – Types of Learning – Verbal Learning – Motor Learning – Concept Learning – Problem Solving Learning – Concept of Classical Conditioning – Operant

Conditioning – Insightful Learning and Observational Learning.

UNIT –V MOTIVATIONAL ASPECTS OF BEHAVIOUR (HRS.)

Motivation – Meaning – Needs – Meaning and Types – Drives – Incentives- Motives: Hunger Motive Thirst Motive – Sex Motive – Maternal Motive – Aggressive Motive and Achievement Motive- Homeostasis.

REFERENCES:

1. Mangal S K (2008) 16th Reprint General Psychology, Sterling Publishers Pvt Ltd, New Delhi, India.
2. Morgon T Clifford, King A Richard et all (2005) 28th Reprint, Introduction to Psychology, Tata McGraw – Hill Publishing Company Ltd, New Delhi.
3. Berk, L. E. (1994) (3rd edition). Child Development. New York: Allan Bacon.

Digital Open Educational Resources (DOER):

1. <https://www.simplypsychology.org/developmental-psychology.html#:~:text=Developmental%20psychology%20is%20a%20scientific%20approach%20which%20aims,feeling,%20and%20behavior%20change%20throughout%20a%20person%E2%80%99s%20life>

Self-Learning Courses for UG & PG

Internal	External
Assignment – 20 Marks	Objective – 20 Marks
Test – 20 Marks	Essay Type Qns. – 40 Marks
Total – 40 Marks	Total – 60 Marks

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 concepts and	K1	PSO1 &

	methods of Psychology		PSO2
CO 2	Summarize the Concepts of Human Intelligence	K2	PSO2
CO 3	Determine the significances Human Learning in the context of Self development and Social Adjustment	K3	PSO3
CO 4	Identify the concepts related to motivational aspects of Behaviour.	K1	PSO3
CO 5	Determine the Significance of Personality development and socialization for Day today life	K3	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1												
CO2												
CO3												
CO4												
CO5												

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

COURSE DESIGNER:

1. Dr. P. Jacintha Josephine Julie (Sociology)

2. Dr. S. Santhi (Home Science)

Forwarded By

HOD'S Signature
& Name

**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
B.A SOCIOLOGY WITH COMPUTER APPLICATIONS**

SELF LEARNING COURSE

19UGSLS1-SOCIOLOGY OF EDUCATION

CREDIT: 2

COURSE DESCRIPTION

This course introduces the learners to develop their skills related to education and its agencies, scenario of Indian education.

COURSE OBJECTIVES

The Course introduces the student to sociology of education in India. It maps the development of education in India and familiarizes the student to the meaning, social functions, and alternative forms of education. It also seeks to understand the recent developments and the problems in the education system today.

UNIT I: Education

Meaning, Need, Scope and Functions of Education. Sociology of Education in India, Concepts, Hidden Curriculum, Family Background and Education. Importance of Education in Modern Indian Society. The Role of Teacher, Attributes, Subject Expert.

UNIT II: Types and Agencies of Education

Types: Formal and Non-formal. **Child Education, Adult Education, Technical Education, Education in the Humanities and Social Science**, Education in the Arts and Crafts, Health Education and Physical Education.

UNIT III: Contribution of Educational Thinkers

Indian Thinkers: Jyothibhai Phule, Mahatma Gandhi, Sri Aurobindo, Dr. Radhakrishnan. Western Thinkers: Socrates, Aristotle, Rousseau and Dewey.

UNIT IV: Sociological Perspectives in Education

Functionalists: Emile Durkheim, Robert King Merton. Marxists: Ivan Illich, Samuel bowler.

UNIT V: Indian Scenario of Education

New Education Policy, Commissions and Committees on Education, Globalization and Privatization of Education.

Unit VI: DYNAMISM (Evaluation Pattern-CIA only)

Modern trends of education: Impacts of virtual education; on time education.

TEXT BOOK:

1. "Education And Communication For Development " , Bhatnagar & Dahama, Oxford & Ibh Publishing Co. Pvt Ltd, New Delhi, 2009.

REFERENCE BOOKS:

1. "Teacher and education in the emerging Indian society " , Biranchi Narayan Dash., Neelakamal Publications Pvt. Ltd., Hyderabad, 2007.

2. "Teacher and Education in the Emerging Indian society " Dash, B.N, , Neelakamal

Publications Pvt. Ltd., Hyderabad, 2002.

3. "Teachers Education in Modern Democracies, Sterling Publishers " Dikshit, S.S., , New Delhi.

4." Encyclopaedia of Educational Research", Ebel, R.L., , The Macmillan and Co., New York, 1969.

5. "Women Education Through The Ages " Gupta. N.L., , Concept Publishing Co., New Delhi, 2000.

Digital Open Educational Resources (DOER):

1. <https://www.wiley.com>
2. <https://www.nature.com>
3. <https://www.smithsonianmag.com>

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 Human Beings and their Social Settings	K1	PSO1& PSO2
CO 2	Describe Social Structures and Institutions	K1	PSO3
CO 3	Discuss the Scientific Revolution	K3	PSO5
CO 4	Describe the Role of Political Parties	K2	PSO4
CO 5	Estimate the Indian Economy and Reforms	K3	PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	2	3
CO2	3	3	3	3	3	3
CO3	3	2	3	2	3	3

CO4	3	2	3	3	3	3
CO5	3	3	3	2	2	3

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

COURSE DESIGNER:

1.Staff Name :Dr.T.Geetha

2.Staff Name:Dr.M. Nageshwari

Forwarded By
HOD'S Signature & Name

Dr.M.Meenakumari &
Dr.J.Saral Evangeline

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WE EK	CREDITS
UASC	21H5SLS5	CUTURAL HERITAGE OF INDIA	-----	2

COURSE DESCRIPTION

This course introduces the learners to have a knowledge about the cultural heritage, religion, philosophy, performing arts, architecture in India. It highlights the role of special agencies for conservation of Indian Heritage.

COURSE OBJECTIVES

- To understand the background of Indian culture.
- To trace the spread of Indian culture to abroad.
- To equip the learners to learn the significance of Indian art and architecture.
- To identify the art forms of various regions and styles.
- To know the role of agencies for conservation of Indian Heritage.

UNITS**UNIT- I CULTURE**

Meaning - Definition - Introduction of culture - Importance of Culture in daily lives - Relation of Culture with Family and Marriage in India - Position of Women in Ancient India - Contemporary Period; Caste System and Communalism.

UNIT- II SPREAD OF INDIAN CULTURE ABROAD

Causes, Significance and Modes of Cultural Exchange: through Traders, Teachers, Emissaries, Missionaries and Gypsies - Indian Culture in South East Asia – India - Central Asia and Western World through ages.

UNIT III: INDIAN ART AND ARCHITECTURE

Mauryan Art – Gandhara Art – Gupta Art – Dravidian Art – Islamic style of Architecture – Evolution of Modern Art.

UNIT- IV FINE ARTS

Dance forms in India – Bharata Natyam – Kathakali – Kuchipudi – Manipuri – Mohiniyattam – Folk Dances – Types of Music forms in India – Classical and Carnatic – Folk Music – Painting – Mural Painting – Miniature Painting – Kalamkari Painting - Pottery

UNIT- V CONSERVATION OF INDIAN HERITAGE

Agencies for conservation of Indian Heritage – NCPA – INTACH – SPIC MACAY – IHCRCF – Kalamandhir - SCZCC – Archaeological Survey of India.

UNIT –VI DYNAMISM

Role of Government on Preservation of Culture – Material Culture – Non-Material Culture.

TEXT BOOKS:

1. Luniya.B.N, **Evolution of Indian Culture (From Earliest time to the present Day)**, Agra, Lakshmi Narain Publishers, 2003.
2. Thiagarajan.J, **Socio-cultural History of India**, Madurai, Prabha Publications, 2003.

REFERENCE BOOKS:

1. Basham.A.L, **A Cultural History of India**, New Delhi, Oxford University Press, 2004.
2. Basham.A.L, **The Wonder That was India**, India, Picador, 2004.
3. Mahendra Kumar Talware, **History of Indian Culture**, Delhi, Mangalam Publications, 2014.
4. Manohar Bhardwaj, **Cultural and Traditional History of India**, New Delhi, Cyber Tech Publications, 2008.
5. Om Prakash, **Cultural History of India**, New Delhi, New Age International (P) Limited Publishers, 2018.
6. Rajkumar Pruthi, Rameswari Devi, **Art Archaeology and Cultural Heritage of India**, Jaipur, Mangal Deep Publications, 2004.
7. Revathi Girish, **Indian Panorama**, New Delhi, Wisdom Press, 2000.
8. Rina Singha and Reginald Massey, **Indian Dances: Their History and Growth**, London, Faber and Faber, 1967.
9. Romila Chawla (ed.), **Tourism: The Cultural Heritage**, New Delhi, Arise Publishers and Distributors, 2006.
10. Roy Choudary.S.C., **Social, Cultural and Economic History of India (Earliest Times to Present Times)**, Delhi, Surjeet Publications, 1993.
11. Samba Moorthi.P, **History of Indian Music**, Madras, Indian Administrative Service, 1960.
12. Sivaramamurti.C, **Indian Painting**, New Delhi, National Book Trust, 2013.

Digital Open Educational Resources (DOER):

1. <https://www.incredibleindia.org>
2. <https://www.visittnt.com>
3. <https://www.indianculture.gov.in>

COURSE OUTCOMES (CO)

On completion of the course the student will be able to

No.	Course Outcome	Knowledge Level (According to Bloom's Taxonomy)	PSOs Addressed
CO 1	Compile the cultural background of Indian culture.	K6	PSO 1
CO 2	Assess the causes for the spread of Indian culture abroad.	K5	PSO 2
CO 3	Analyse the art and architectural	K4	PSO 2

	development in India.		
CO 4	Discuss the art forms of various regions and styles.	K2	PSO 3
CO 5	Explain the role of agencies for conservation of Indian Heritage.	K6	PSO 5

Mapping COs Consistency with PSOs

Note:	CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5	♦
	CO1	3	-	-	-	-	
	CO2	-	3	-	-	-	
	CO3	-	3	-	-	-	
	CO4	-	3	-	-	-	
	CO5	-	-	-	-	3	

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	-	-	-
CO2	-	-	-	3	-	-	-
CO3	2	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-
CO5	-	-	3	-	-	-	-

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦

Weakly Correlated -1

COURSE DESIGNER:

1. Dr.M.Vijaya Shanthi (History)
2. Dr.T.Geetha (Sociology and Social Work)

Forwarded By

HOD'S Signature & Name**Dr.J.Saral Evangeline & Dr.M.Meenakumari**