

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (Cycle - 4)**  
**Maryland, Madurai- 625 018, Tamil Nadu, India**

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

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

**PROGRAMME CODE** : **UASC**

**ACADEMIC YEAR** : **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)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
<b>PEO 3</b>	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
<b>PEO 4</b>	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment

**GRADUATE ATTRIBUTES (GA)**

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

<b>I. SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	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
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks

<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	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

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

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

<b>PSO 5</b>	Apply sociological knowledge in understanding and solving social problems.
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**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**  
**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

*For those who joined in June 2022 onwards*

**PROGRAMME CODE:**

**PART – I – TAMIL / FRENCH / HINDI- 12 CREDITS**

**PART – I – TAMIL**

**Offered by The Research Centre of Tamil**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19T1LC1	GENERAL TAMIL - IKKALAILAKIYAM	5	3	40	60	100
2.	II	19T2LC2	GENERAL TAMIL - BAKTHI ILAKIYAM	5	3	40	60	100
3.	III	19T3LC3	GENERAL TAMIL- KAPIYA ILAKIYAM	5	3	40	60	100
4.	IV	19T4LC4	GENERAL TAMIL -SANGA ILAKIYAM	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

## PART – I –FRENCH

Offered by The Department of French

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19R1LC 1	PART 1 LANGUAGE FRENCH - LE NIVEAU INTRODUCTIF	5	3	40	60	100
2.	II	19R2LC 2	PART 1 LANGUAGE FRENCH - LE NIVEAU DÉCOUVERTE	5	3	40	60	100
3.	III	19R3LC 3	PART 1 LANGUAGE FRENCH - LE NIVEAU INTERMEDIAIRE – LA CIVILISATION, LA LITTERATURE ET LA GRAMMAIRE	5	3	40	60	100
4.	IV	19R4LC 4	PART 1 LANGUAGE FRENCH - LE NIVEAU DE SUIVRE – LA CIVILISATION, LA LITTERATURE ET LA GRAMMAIRE	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			



**PART – I –HINDI****Offered by The Department of Hindi**

<b>S. NO</b>	<b>SE M.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DITS</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TOT. MKs</b>
<b>1.</b>	<b>I</b>	19D1LC1	PART 1 LANGUAGE HINDI - बोलचाल की हिंदी	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2.</b>	<b>II</b>	19D2LC2	PART 1 LANGUAGE HINDI - कार्यालयीन हिंदी	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3.</b>	<b>III</b>	19D3LC3	PART 1 LANGUAGE HINDI - हिंदी साहित्य का आदिकाल और भक्तिकाल	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4.</b>	<b>IV</b>	19D4LC4	PART 1 LANGUAGE HINDI - हिंदी साहित्य का आधुनिक काल	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

**PART – II -ENGLISH – 12 CREDITS****Offered by The Research Centre of English**

<b>S. NO</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DITS</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TO T. MKS</b>
<b>1.</b>	<b>I</b>	19E1LB1	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
<b>2.</b>		19E1LI1	INTERMEDIATE COMMUNICATIVE ENGLISH					
<b>3.</b>		19E1LA1	ADVANCED COMMUNICATIVE ENGLISH					
<b>4.</b>	<b>II</b>	19E2LB2	ENGLISH COMMUNICATION SKILLS	5	3	40	60	100
<b>5.</b>		19E2LI2	ENGLISH FOR EMPOWERMENT					
<b>6.</b>		19E2LA2	ENGLISH FOR CREATIVE WRITING					
<b>7.</b>	<b>III</b>	19E3LC3	ENGLISH FOR DIGITAL ERA	5	3	40	60	100
<b>8.</b>	<b>IV</b>	19E4LC4	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

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

**For those who joined in June 2023 onwards**

**MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS**

S. N O	SE M.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ES E Mks	TOT . MKs
1.	I	23S1CC1	INTRODUCTION TO SOCIOLOGY	5	5	40	60	100
2.		23S1CC2	INTRODUCTION TO SOCIOLOGICAL THOUGHTS	5	5	40	60	100
3.	II	23S2CC3	SOCIOLOGY INFORMATICS	5	5	40	60	100
4.		23S2CC4	CONTEMPORARY SOCIOLOGICAL THOUGHTS	5	5	40	60	100
5.	III	19S3CC5	INDIAN SOCIAL INSTITUTIONS	6	4	40	60	100
6.		21S3CC6	DATA PROCESSING IN SPREAD SHEETS	6	4	40	60	100
7.	IV	19S4CC7	SOCIAL DISORGANIZATION AND SOCIAL PROBLEMS	6	4	40	60	100
8.		19S4CC8	STATISTICAL PACKAGE FOR SOCIAL SCIENCES	6	4	40	60	100
9.	V	19S5CC9	CLASSICAL SOCIOLOGICAL THEORIES	5	4	40	60	100
10.		19S5CC10	SOCIAL RESEARCH	5	4	40	60	100
11.		19S5CC11	SOCIAL GERONTOLOGY	5	4	40	60	100
12.		21S5CC12	POLITICAL SOCIOLOGY	5	4	40	60	100
13.	VI	19S6CC13	CONTEMPORARY SOCIOLOGICAL THEORIES	5	4	40	60	100
14.		19S6CC14	SOCIAL PSYCHOLOGY	5	4	40	60	100

S. N O	SE M.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ES E Mks	TOT . MKs
15.		21S6CC15	INDIAN SOCIOLOGICAL THINKERS	5	4	40	60	100
TOTAL				83	60			

#### ALLIED COURSES- 20 CREDITS

S.N O	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT . MKs
1.	III	22S3AC3	GENDER AND SOCIETY	5	5	40	60	100
2.	IV	19S4AC4	PSYCHOLOGY OF ADJUSTMENT	5	5	40	60	100
TOTAL				20	20			

#### ELECTIVES-15 CREDITS

S.N o	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ES E Mks	TOT. Mks
1.	I	23S1EC1/ 23S1EC2	Social Psychology/ Sociology of Tourism	4	3	40	60	100
2.	II	23S2EC3/ 23S2EC4	Social Anthropology / Indian Social Problems	4	3	40	60	100
3.	V	19S5ME1/ 19S5ME2	SOCIAL DEMOGRAPHY/ Y/	5	5	40	60	100

S.N o	SEM.	COURSECODE	COURSE TITLE	HRS	CRED ITS	CIA Mks	ES E Mks	TOT. Mks
			SOCIOLOGY OF HEALTH					
4.	VI	19S6ME3/ 19S6ME4	CRIMINOLOG Y/ SOCIOLOGY OF MEDIA	5	5	40	60	100
5.		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.	COURSECODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	23S1SE1 (NME)	Communication Skills	2	2	40	60	100
2.	II	23S1SE2 (NME)	Workplace Behavior and Employability Skills	2	2	40	60	100
3.	II	23S2SE3	Leadership Skill	2	2	40	60	100
4.	III	19G3EE	Environmental Education	1	1	40	60	100

S.No	SEM.	COURSECODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
5.		19S3SB1	Principles of Counselling	2	2	40	60	100
6.	IV	19G4EE	Environmental Education	1	1	40	60	100
7.		19S4SB2	Counselling Process	2	2	40	60	100
8.	V	21S5SB3	Multimedia and its Applications	2	2	40	60	100
9.		19S5SB4	Emotional Maturity	2	2	40	60	100
10.	VI	21S6SB5	Skills in Disaster Management	2	2	40	60	100
11.		21S6SB6	Web Designing Using HTML	2	2	40	60	100
12.		21UAD6PR	Project			40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

### PART – V –1 CREDIT

#### OFF-CLASS PROGRAMMES - ALL PART-V

#### SHIFT - I

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

#### SHIFT - II

S.No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	TOT. Mks
1.	I - IV	*	Physical Education	30/ SEM	1	100
2.		*	Youth Red Cross			
3.		*	NSS			
4.		*	Rotaract			
5.		*	Women Empowerment Cell			
6.		*	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	<b>COMPUTER APPLICATIONS</b> ( offered by the department of PGDCA for Shift I)	40	2	I&II	40	60	100
19UADFC	<b>ONLINE SELF LEARNING Public</b>	40	2	I	40	60	100
	<b>Public Speaking</b> Foundation Course for Arts	40	2	I	40	60	100
*	<b>ONLINE SELF LEARNING COURSE</b> -Founda tion Course for Science	40	2	II	40	60	100

COURSE CODE	COURSE TITLE	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
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	<b>HUMAN RIGHTS</b>	15	2	V	100	-	100
19UADRS	<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	100	3	V & VI	100	-	100
21UAD6PR	<b>PROJECT</b>	30	4	VI	40	60	100
19UADRC	<b>READING CULTURE</b>	10/Semester	1	II-VI	-	-	-
<b>TOTAL</b>			<b>20</b>				

**EXTRA CREDIT COURSES**



COURSE CODE	COURSE	HRS .	CRE DITS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MKS	ESE MKS	TOT AL MAR KS
<b>21S2SLN2</b>	<b>BASICS OF PSYCHOLOGY for ADVANCED LEARNERS</b>	-	2	II	40	60	100
<b>19UGSLS1</b>	<b>SOCIOLOGY OF EDUCATION ADVANCED for LEARNERS</b>	-	2	V & VI	40	60	100
<b>21H5SLS5</b>	<b>CUTURAL HERITAGE OF INDIA for ADVANCED LEARNERS</b>	-	2	V	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Mini mum 2 Credi ts	I – VI	-	-	

#### OFF CLASS PROGRAMMES

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

**I B.A**  
**SEMESTER –I**  
*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	23S1CC1	INTRODUCTION TO SOCIOLOGY	5	5

**COURSE DESCRIPTION**

This course aims to understand the preface of Sociology.

**COURSE OBJECTIVE**

1. The course will give an overall understanding of sociology.
2. The aim of the course is to explain the concepts of sociology.
3. The course will make the students know society's structure and functions.
4. The aim of the course is to explain the different social stratifications and their functions in society.
5. The course will also explain the process of social change and factors related to social change.

**COURSE OUTCOMES**

1. The students can understand the origin and development of sociology.
2. The students can also understand the discipline of sociology and the sociological perspective.
3. The students can recognize how sociology differs from and is similar to other social sciences.
4. The students can explain the different social institutions and their impact on sociology.
5. The students can apply the knowledge of sociology and participate actively in civic affairs.

**Unit-I Introduction (15 HRS.)**

Definition- Origin- Nature and Scope of Sociology- Relationship between Sociology and other Social Sciences (Anthropology, political science and criminology) Importance of sociology.

**Unit- II Primary concepts (15 HRS.)**

Gesellschaft, Gemeinschaft, Institution Association, Status and Role, Values and Norms.

**Unit- III Social Institutions (15 HRS.)**

Marriage: Characteristics, Functions and types of marriage: polygamy, polyandry, monogamy. Family: Characteristics, Functions and types of family - patriarchal and matriarchal. Education: women Education, Education in the role social upliftment

**Unit- IV Groups (15 HRS.)**

Classification of groups - Definition, characteristics and functions of primary, secondary and reference groups

**Unit V      Socialization**

**(15 HRS.)**

Definition and theories of Socialization - Types of socialization - Agencies of Socialization.

**TEXT BOOKS**

- 1. Inkless, Alex, (1982), Foundations of Modern Sociology, Prentice Hall, New Jersey
- 2. Jayaram. N. (1998), Introductory Sociology, Macmillan, India.
- 3. Giddens, Anthony (2001), Sociology, Fourth edition, Polity press, U.K.
- 4. Franklin Henry Giddings (1896) Principles of Sociology, New York.
- 5. Hiller, E.T (1933). Principles of Sociology, Hyderabad, India

**REFERENCE BOOKS**

- 1. Haralambos and Holborn, Sociology Themes and perspectives, 8th Edition.
- 2. Thomson. Harry (1995), Sociology: A systematic Introduction, Allied publishers, India.
- 3. Robertson Ian, (1977). Sociology, New York: Worth.
- 4. Apple Baum, Richard. and William Chambliss (1997), Sociology, Addison Wesley, Educational publishers, New York.
- 5. Openstax College (2013) Introduction to Sociology, Houston, Texas.
- 6. Herbert Spencer (1895) The Principle of Sociology. Vol.2. 3rd Edition.

**Digital Open Educational Resources (DOER):**

- 1.<https://apuedge.com/the-principles-of-sociology>
- 2.[www.sociologyguide.com](http://www.sociologyguide.com)
- 3.[www.yourarticlelibrary.com](http://www.yourarticlelibrary.com)

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 INTRODUCTION TO SOCIOLOGY</b>				
1.1	Definition of Sociology Meaning of Sociology	3	Chalk & Talk	Black Board
1.2	Origin of Sociology	5	Lecture	PPT & White board
1.3	Nature and Scope of Sociology,	7	Lecture	Black Board
1.4	Importance of Sociology	4	Lecture	Black Board
1.5	Relation of Sociology with other social sciences.	6	Discussion	Black Board
<b>UNIT -2 BASIC SOCIOLOGICAL CONCEPTS</b>				
2.1	Definition of Society Meaning of Society	2	Lecture	Black Board
2.2	Definition- Characteristics of Society and Community	3	Chalk & Talk	Black Board
2.3	Definition, Meaning of Institution, Characteristics of Institution	3	Lecture	PPT & White board
2.4	Definition of Association Meaning of Association , Characteristics of Association	3	Lecture	Black Board
2.5	Definition ,Meaning, Characteristics of Culture	4	Lecture	Black Board
2.6	Definition, Meaning, Characteristics of Civilization	3	Discussion	Black Board
<b>UNIT -3 SOCIAL GROUPS</b>				

3.1	Definition, Meaning, Characteristics , Importance of Group	5	Chalk & Talk	Black Board
3.2	Functions of Group	3	Lecture	PPT & White board
3.3	In group and Out group	3	Lecture	Black Board
3.4	Horizontal and vertical group	3	Lecture	Black Board
3.5	Formal and Informal group	3	Discussion	Black Board
3.6	Small and large group, Referencegroup	3		

#### **UNIT -4 SOCIAL STRATIFICATION**

4.1	Definition, Meaning, Characteristics of Stratification	5	Chalk & Talk	Black Board
4.2	Criteria for Stratification	2	Lecture	PPT & White board
4.3	Caste and Class Stratification	5	Lecture	Black Board
4.4	Social Mobility - Horizontal and Vertical Mobility	3	Lecture	Black Board

#### **UNIT -5 MAJOR SOCIAL INTITUTIONS**

5.1	Definition, Meaning, Characteristics, Functions of Education	5	Chalk & Talk	Black Board
5.2	Definition, Meaning , Characteristics, Functions of Economy	5	Lecture	PPT & White board
5.3	Definition , Meaning , Characteristics, Functions of State	5	Lecture	Black Board

### **INTERNAL - UG**

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	Ass
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	Session -wise Average	Better of W1, W2	M1+M2	MID-SEM TEST				
	5 Mks.	5 Mks	5+5=10 Mks.	15 Mks	35 Mks.	5 Mks.	40Mks.	
K1	5	-	-	2 ½	7.5	-	7.5	18
K2	-	5	4	2 ½	11.5	-	11.5	20
K3	-	-	3	5	8	-	8	18
K4	-	-	3	5	8	-	8	18
Non Scholastic	-	-	-	-		5	5	10
Total	5	5	10	15	35	5	40	100

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

UG CIA Components

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

COURSE OUTCOMES

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

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

Mapping COs Consistency with PSOs

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	3
CO 3	3	2	3	2	3
CO 4	3	2	3	3	3
CO 5	3	3	3	2	2

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

Mapping of COs with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
O1	3	3	2	3	3	3	2
O2	3	3	2	3	3	3	3
O3	2	3	3	3	3	3	3
O4	3	3	3	3	2	3	3
O5	3	3	3	3	2	3	3


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

COURSE DESIGNER: 

Mrs.V.SofiaAdaikala Mary

HOD’S Signature  
& Name

Forwarded By  
  
Dr.M.MEENAKUMARI

  
Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,  
Assistant Professor & Head  
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Tamilnadu-625 018

I B.A  
SEMESTER –I  
For those who joined in 2023 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WE EK	CREDITS
UASC	23S1CC2	INTRODUCTION TO SOCIOLOGICAL THOUGHTS	5	5

COURSE DESCRIPTION



This course aims to understand the perspective of Sociological thought.

**Learning Objectives**

- 1. The course will enable students to know about the pioneers of sociology.
- 2. The course identifies the major foundational orientations used in sociology.
- 3. The aim of the study is to compare and contrast the underlying assumptions of Sociological orientations.
- 4. The course also explains the sociological theories in sociology.
- 5. Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed.

**Course Outcomes**

- 1. The students can explain the origin and development of western sociology, contribution of classical social thinkers.
- 2. Students become aware of sociological perspectives to explain social problems and issues.
- 3. Able to make theoretically-informed recommendations to address current social problems; and demonstrate the utility of the sociological perspective for their lives.
- 4. Able to demonstrate the ability to interpret, locate, evaluate, generate, and use sociologically relevant data to test hypotheses and draw evidence-based conclusions

The students can explain the origin and development of western sociology, contribution of classical social thinkers.

**Units**

**UNIT I      August Comte      (15 HRS.)**

Positivism - Law of three stages in Human Progress - Hierarchy of Sciences-Social Statics and dynamics

**Unit- II      Herbert Spencer      (15 HRS.)**

Theory of Social Evolution- Organismic Analogy

**UNIT III      Emile Durkheim      (15 HRS.)**

Social Facts- Sociology of Religion- Division of Labour -Organic Solidarity and Mechanical Solidarity - Types of Suicide

**UNIT IV      Karl Marx      (15 HRS.)**

Dialectical Materialism- Theory of class struggle- Alienation

**UNIT V      Max Weber      (15 HRS.)**

Ideal Type- Verstehen- Bureaucracy- Types of Authority- Protestant Ethic and Spirit of Capitalism - Class, Status and Power

**TEXT BOOKS**

- 1. Coser Lewis.A (1979) Masters of Sociological Thoughts: Ideas in Historical and Social context, Harcourt BranceJovanovidi, New York.

- Ronald (1994) The Making of Sociology (2 Volumes), Rawat, India.
- Ritzer G Modern Sociological Theory 7th Ed. (2016) `
- Ritzer G Classical Sociological Theory 6th Ed. (2016)
- Coser LA Sociological Theory 5th Ed (2018) `
- Ritzer G Frontiers of Social Theory (2018)

**REFERENCE BOOKS**

- Aron. Raymond (1967) Main Currents in Sociological Thought (2 Volume), Penguin books, London.
- Barnes.H.E (1959) Introduction to History of Sociology, University of Chicago press, Chicago.
- CraibLan (1979) Classical Social Theory, OUP, UK.
- Ritzer, George (1996) Sociological Theory, Tata Mc Graw Hill, New Delhi.
- Timaseff, N.S (1976) Sociological Theory: Its Nature and Growth, Random House, New York.

**Digital Open Educational Resources (DOER):**

<http://www.yourarticlelibrary.com/biographies/biography-of-auguste-comte-and-his-works/43722>

<https://www.sociologygroup.com/herbert-spencer-biography-contribution-philosopher/>

<https://www.bartleby.com/essay/founding-fathers-of-sociology-F3G7WTAJPRS5>

[https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

<https://www.britannica.com/topic/social-change>

www.researchgate.net  
 m.northcoastjournal.com

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teachin g Aids
UNIT -1 AUGUSTECOMTE				
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
<b>UNIT -2                      HERBERTSPENCER</b>				
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
<b>UNIT -3                      MAX WEBER</b>				
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 Board	Black Board
3.5	Protestant Ethic and the Spirit of Capitalism	3	Black Board	Black Board
<b>UNIT -4    KARLMARX</b>				
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
<b>UNIT -5    EMILEDURKHIEM</b>				
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	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

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

UG CIA Components

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

End Semester - UG

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

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

### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	3
CO 3	3	2	3	2	3
CO 4	3	2	3	3	3
CO 5	3	3	2	3	3

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

### Mapping of COs with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
O1	3	3	2	3	3	3	2
O2	3	3	2	3	3	3	3
O3	2	3	3	3	3	3	3
O4	3	3	3	3	2	3	3

05	3	3	3	3	2	3	3
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**Note:** ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2** ♦ Weakly Correlated – **1**

**COURSE DESIGNER:**

**1.Dr. M. Suganya Forwarded By**

**HOD'S Signature  
& Name**

**Dr.M.MEENAKUMARI**

**I- B.A**

**SEMESTER –I**

**(For those who joined in 2023 onwards)**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	23S1EC1	SOCIAL PSYCHOLOGY	4	3

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

To enable the students to have a better understanding of their own individual personality.  
To enable the students to have knowledge on Social Cognition, Attitudes, Prejudice and Stereotype helps to identify their self.

**UNIT- I INTRODUCTION TO SOCIAL PSYCHOLOGY (12 HRS.)**

Definition-Nature and Scope of Social psychology, **Importance of Social Psychology(Self Study)**- Social Psychology as an Applied Science, **Need for Community psychology**.

**UNIT- II SOCIAL COGNITION (12 HRS.)**

**Social Cognition (Self Study)** –Meaning, definition, Mental Short Cuts- Heuristics, Priming and anchoring, Determinants of Social Cognition and Cognitive Changes- Attitudinal measurement- Cognitive dissonance.

**UNIT- III ATTITUDES (12 HRS.)**

Characteristics, Formation, **Attitudinal change(Self Study)**.

**UNIT -IV PREJUDICE AND STEREOTYPE (12 HRS.)**

Characteristics of prejudice, maintenance of prejudice, **stereotype (Self Study)** – meaning and types- positive, negative and mixed.

**UNIT- V PUBLIC OPINION AND PROPAGANDA (10 HRS.)**

Meaning, characteristics, **formation of public opinion (Self Study)**, propaganda – principles and media of propaganda.

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only) ( 2 HRS.)**

Social Behaviour and Personality, Dynamic unconscious

**TEXT BOOKS:**

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

**REFERENCE BOOKS:**

2. Back. W. Kust, Social Psychology, John Willy Sons, Inc, New York, 1977.  
3. Penner A. Louis, Social Psychology – A contemporary approach, Oxford University press, New York, 1978.  
4. Robert. A. Baron and Byrne, Social Psychology, Prentice Hall of India, New Delhi, 2000  
5. PaliwalSuprithy, 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.

**Digital Open Educational Resources (DOER):**

1. [www.frontiersin.org](http://www.frontiersin.org)
2. [www.verywellmind.com](http://www.verywellmind.com)
3. [www.merriam-webster.com](http://www.merriam-webster.com)

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 INTRODUCTION TO SOCIAL PSYCHOLOGY</b>				
1.1	Definition ,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
<b>UNIT -2 SOCIAL COGNITION</b>				
1.6	Social CognitionMeaning, definition	3	Lecture	Black 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, Attitudinal measurement- Cognitive dissonance	3	Chalk & Talk	Black Board
<b>UNIT -3 ATTITUDES</b>				
3.1	Characteristics	5	Lecture	Black Board
3.2	Formation	5	Lecture	Black Board
3.3	Attitudinal change	5	Discussion	Black Board
<b>UNIT -4 PREJUDICE AND STEREOTYPE</b>				



Non Scholastic	5
	40

### EVALUATION PATTERN

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

### UG CIA Components

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

### End Semester - UG

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL	PSOs ADDRESSED
-----	-----------------	-----------------	----------------

		(ACCORDING TO REVISED BLOOM'S TAXONOMY)	
<b>CO 1</b>	Identify the significance of understanding human psychology	K1,K2,K3,K4	PSO1& PSO2
<b>CO 2</b>	Discuss the social cognition and cognitive changes	K1,K2,K3,K4	PSO3
<b>CO 3</b>	Estimate the nature, formation and changes of attitude	K1,K2,K3,K4	PSO5
<b>CO 4</b>	Examine the nature and classification of prejudice and stereotype	K1,K2,K3,K4	PSO4
<b>CO 5</b>	Categorize the nature, formation and principles of public opinion	K1,K2,K3,K4	PSO5

### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	2
<b>CO 2</b>	3	3	3	2	3
<b>CO 3</b>	3	2	3	2	3
<b>CO 4</b>	3	2	3	3	3
<b>CO 5</b>	3	3	3	2	3

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

### Mapping of COs with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
O1	3	3	2	3	3	3	2
O2	3	3	2	3	3	3	3
O3	2	3	3	3	3	3	3
O4	3	3	3	3	2	3	3
O5	3	3	3	3	2	3	3


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

**COURSE DESIGNER:**



**Dr.M.MEENAKUMARI**

**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

**I- B.A**

**SEMESTER –I**

***For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	23S1EC2	SOCIOLOGY OF TOURISM	4	3

## **COURSE DESCRIPTION**

This course is designed to provide the knowledge on tourism and its social dimensions.

## **COURSE OBJECTIVES**

- To provide basic understanding of tourism and its social dimensions.
- To sensitize the students on the impact of tourism on society and culture.
- To understand Tourism from a sociological perspective.
- To explore the changing Tourism practices and its significance

To know the various tourist spots with special reference to Tamil Nadu

**UNIT – I      TOURISM – TOURISMAN INTRODUCTION      (12 HRS.)**

**Understanding Tourism:** a) Definition of tour, tourism and traveler, Development of tourism through the ages – Recent trends of tourism b) Facets of Tourism – Cultural tourism – **Eco-tourism** – Medical tourism – Pilgrimage – Adventure tourism and Heritage tourism c) Travel facilities in India – Rail, Road, Airways, Seaways  
d) India – land of cultural diversity.

**UNIT – II      **SOCIOLOGICAL APPROACH TO TOURISM**: (12 HRS.)**

Social institutions and their roles, Influence of tourism on social institutions –family, religion, economy, state and kinship – Sociological factor in Tourist motivation – Host – tourist relationship – Tourists – Residents – Socio-cultural impacts of tourism – cultural exchange among nations and international understanding .

**UNIT – III      TOURISM AS A PRIVATE AND PUBLIC SECTOR (12 HRS.)**

a) Formation of Ministry of Tourism b) Tourism and Organisation – Organisation at the Central level : **India Tourism Development Corporation** – Organization at the State level – Tourist office – Overseas, criteria for opening overseas officesc) **Tourism as an Industry** – Travel Agencies – Tourist guide – Hotel Industry –Classification – Youth Hostel and Motels.

**UNIT – IV INCREDIBLE INDIA      (12 HRS.)**

Important Tourist Centres of India a) Cultural Tourism - Salarjung Museum, Synagogue, Dutch Palace, Mysore Palace and Jaipur b) Historical monuments - Red fort, Qutub minar, Amritsar, Khajuraho, Puri, Konark, Bombay, Taj Mahal, Mahabalipuram, Poombukar, Tanjore Palace and Saraswathi Mahal Library. c) Sightseeing - Kashmir and Simla, Kodaikanal, Ooty, Curttalam, Kanyakumari, Yercaud and Thekkadi  
d) Pilgrimage Tourism – Thiruppathi, Varanasi, Bodh Gaya, Manasarover, Arabindo Ashram, Chithambaram, Kancheepuram, Madurai, Nagore, Velankanni, Tanjore, Trichy, Rameswaram

**UNIT – V IMPACT OF TOURISM ON SOCIETY      (12 HRS.)**

Tourism and Social Change: Impact of tourism on the society, Tourism and National Development – Economic impacts of tourism, - Tourism and Economic Development – Impacts of tourism on environment – Tourism and Regional Development – Rural Development, Rural Tourism – Tourism as an agent of social change.

**REFERENCE BOOKS:**

1. A.K.Bhatia, Tourism Development Principles and Practices, Sterling
2. Ratandeepsingh, Tourism in India, Kanishka Publishers, New Delhi, 1996.

Publishers PVT LTD, New Delhi, 1982.

3. H. Lajipathi Rai, Development of Tourism in India ,Printwell, Jaipur, 1993
4. Javid Akhtar , Tourism Management in India, Ashish Publishing House, New Delhi, 1990.
5. R.N.Kaul, Dynamics of Tourism a trilogy, Sterling Publishers private limited, New Delhi, 1985.
6. Praveen Sethi, Nature and Scope of Tourism

**Digital Open Educational Resources (DOER):**

1. <https://www.microsoft.com/enus/edge/download?form=PAACH1&OCID=MY02AF&q=What%20is%20India%20tourism%20guide%3F>

2 . <https://www.sociologyguide.com/basic-concepts/sociology-of-media.php>

3. <https://opentextbc.ca/introductiontosociology/chapter/chapter8-media-and-technology/>

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 TOURISM – Understanding Tourism:</b>				
1.1	Definition of tour, tourism and traveler	1	Chalk & Talk	Black Board
1.2	Development of tourism through the ages – Recent trends of tourism	1	Chalk & Talk	LCD
1.3	Facets of Tourism – Cultural tourism – Eco-tourism – Medical tourism –	4	Lecture	PPT & White board
1.4	b) Pilgrimage – Adventure tourism and Heritage tourism c) Travel facilities in India – Rail, Road, Airways, Seaways	1	Lecture	Black Board
<b>UNIT -2 SOCIOLOGICAL APPROACH TO TOURISM:</b>				
2.1	Social institutions and their roles, Influence of tourism on social institutions	2	Discussion	Black Board
2.2	family, religion, economy, state and kinship – Sociological factor in Tourist motivation – Host –	2	Lecture	Black Board
2.3	tourist relationship – Tourists - Residents – Socio-cultural impacts of tourism –	2	Discussion	Black Board
2.4	cultural exchange among nations and international understanding .	4	Lecture	Black Board
2.5	cultural exchange among international understanding	5	Discussion	Black Board

<b>UNIT -3                      TOURISM AS A PRIVATE AND PUBLIC SECTOR</b>				
3.1	Formation of Ministry of Tourism a)	1	Lecture	Black Board
3.2	b) Tourism and Organisation – Organisation at the Central level : India Tourism	1	Chalk & Talk	Black Board
3.3	Development Corporation – Organization at the State level	3	Chalk & Talk	Black Board
3.4	Tourist office – Overseas, criteria for opening overseas offices.	2	Lecture	Black Board
3.5	c) Tourism as an Industry – Travel Agencies –	1	Chalk & Talk	Black Board
3.6	Tourist guide – Hotel Industry –	4	Lecture	Black Board
3.7	Classification – Youth Hostel and Motels	3	Chalk & Talk	Black Board
<b>UNIT -4    INCREDIBLE INDIA – IMPORTANT TOURIST CENTRES OF INDIA</b>				
4.1	a) Cultural Tourism - Salarjung Museum, Synagogue, Dutch Palace, Mysore Palace and Jaipur	2	Lecture	Black Board
4.2	b) Historical monuments - Red fort, Qutub minar, Amritsar, Khajuraho, Puri, Konark, Bombay,	2	Chalk & Talk	Black Board
4.3	Taj Mahal, Mahabalipuram, Poombukar, Tanjore Palace and Saraswathi Mahal Library.	2	Lecture	Black Board
4.4	c) Sightseeing - Kashmir and Simla, Kodaikanal, Ooty, Curttalam, Kanyakumari	3	Chalk & Talk	Black Board
4.5	, Yercaud and Thekkadi d) Pilgrimage Tourism – Thiruppathi, Varanasi	2	Lecture	Black Board
4.5	Bodh Gaya, Manasarover, Arabindo Ashram, Chithambaram, Kancheepuram	2	Chalk & Talk	Black Board
4.6	Madurai, Nagore, Velankanni, Tanjore, Trichy, Rameswaram	2	Lecture	Black Board



<b>UNIT -5 IMPACT OF TOURISM ON SOCIETY</b>				
5.1	Tourism and Social Change: Impact of tourism on the society,	4	Lecture	Black Board
5.2	Tourism and National Development – Economic impacts of tourism, -	4	Chalk & Talk	Black Board
5.3	Tourism and Economic Development – Impacts of tourism on environment –	3	Lecture	Black Board
5.4	Tourism and Regional Development – Rural Development, Rural Tourism – Tourism as an agent of social change.	4	Chalk & Talk	Black Board

**INTERNAL - UG**

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	Assessment
	Session -wise Average	Better of W1, W2	M1+M2	MID-SEM TEST				
	5 Mks.	5 Mks	5+5=10 Mks.	15 Mks	35 Mks.	5 Mks.	40Mks.	
K1	5	-	-	2 ½	7.5	-	7.5	18
K2	-	5	4	2 ½	11.5	-	11.5	28
K3	-	-	3	5	8	-	8	2
K4	-	-	3	5	8	-	8	2
Non Scholastic	-	-	-	-		5	5	1
Total	5	5	10	15	35	5	40	1

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

### UG CIA Components

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the nature of Tourism and its social dimensions	K1,K2,K3,K4	PSO1
CO 2	Interpret the Impact of tourism on society and culture	K1,K2,K3,K4	PSO3

<b>CO 3</b>	Estimate the functions of Tourism from a sociological perspective.	K1,K2,K3,K4	PSO5
<b>CO 4</b>	Categorize the Tourism practices and its significance	K1,K2,K3,K4	PSO4
<b>CO 5</b>	Distinguish Various tourist spots with special reference to Tamil Nadu	K1,K2,K3,K4	PSO2

### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	2	3	2	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	2	3

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

### Mapping of COs with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>O1</b>	3	3	2	3	3	3	2
<b>O2</b>	3	3	2	3	3	3	3
<b>O3</b>	2	3	3	3	3	3	3
<b>O4</b>	3	3	3	3	2	3	3
<b>O5</b>	3	3	3	3	2	3	3

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

1.Staff Name: DR.P.JACINTHA JOSEPHINE JULIE

2. Staff Name: Dr. T. GEETHAForwarded BY

HOD’S Signature & Name

Dr.M.MEENAKUMARI

I B.A

SEMESTER –I

*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	23S1SE1	COMMUNICATION SKILLS	SKILL BASED	2	2

COURSE DESCRIPTION

The course focuses on types and importance of communication skills. The course covers effective communication strategies to enhance understanding and verbal communication with others.

COURSE OBJECTIVES

To equip the students to understand the communication types for better understanding of others.  
To enable the students to develop effective communication skills

UNIT I: LANGUAGE AND COMMUNICATION` (6 HRS.)

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

UNIT II: PATTERN OF COMMUNICATION (6 HRS.)

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

UNIT III: ACTIVE LISTENING (6 HRS.)

The Foundation Of Understanding-Inadequate Listening, Non-Listening, Partial Listening (Self Study), 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 (5 HRS.)**

The Three Dimensions of Responding skills – Perceptiveness – Knowhow and Assertiveness. Learning to name the Feeling and Emotion. Use of Open ended questions(Self Study). The Nature of Challenging and specific challenging skills.

**Unit V: PRACTICAL EXERCISES (5 HRS.)**

- ☐ Dialogue
- ☐ Role play
- ☐ Situational conversation
- ☐ **Exercise on Body language**(Self Study)
- ☐ Exercise on Eye contact
- ☐ Training on constructive expression

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) ( 2HRS.)**

Soft skills - Stress management, Conflict Management, Teamwork

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 LANGUAGE AND COMMUNICATION				
1.1	Importance of Communication	1	Chalk & Talk	Black Board
1.2	Verbal And Non-Verbal-Personal	1	Chalk & Talk	LCD
1.3	Posture Gestures	1	Lecture	PPT & White board
1.4	Facial Expression	1	Lecture	Black Board
1.5	Subtopics	1	Discussion	Black Board

1.6	Eyecontact Space Distancing	1	Lecture	Black Board
<b>UNIT -2                      PATTERN OF COMMUNICATION</b>				
2.1	One Way and Two Way Communication	1	Lecture	Black Board
2.2	ImportanceofDialogue	1	Chalk & Talk	Black Board
2.3	Four Requirements of Dialogue	1	Chalk & Talk	Black Board
2.4	Turn Taking	1	Chalk & Talk	Black Board
2.5	Connecting Mutual Influencing	1	Chalk & Talk	Black Board
2.6	Co-Creating Outcomes The Factors of Therapeutic Dialogue	1	Chalk & Talk	Black Board
<b>UNIT -3                      ACTIVE LISTENING</b>				
3.1	The Foundation of Understanding Inadequate Listening	1	Chalk &Talk	Black Board
3.2	Non-Listening PartialListening	1	Chalk & Talk	Black Board
3.3	Tape Recording Rehearsing Empathetic Listening-Deal With Feelings	1	Chalk & Talk	Black Board
3.4	Stick To Here And Now Non-judgmental	1	Chalk & Talk	Black Board
3.5	Absence Of Interpretation Avoid Why Questions	1	Chalk & Talk	Black Board
3.6	Listening To Body Language	1	Chalk & Talk	Black Board
<b>UNIT -4                      DIMENSIONS OF RESPONDING</b>				
4.1	The Three Dimensions Of Responding skills	1	Chalk & Talk	Black Board
4.2	Perceptiveness	1	Chalk & Talk	Black Board
4.3	Knowhow and Assertiveness	1	Chalk & Talk	Black Board
4.4	Learning to name the Feeling and Emotion	1	Chalk & Talk	Black Board
4.6	Use of Open ended questions	1	Chalk & Talk	Black Board
4.6	The Nature of Challenging and specific challenging skills.	1	Chalk & Talk	Black Board
<b>UNIT -5                      PRACTICAL EXERCISES</b>				

5.1	Dialogue	1	Chalk & Talk	Black Board
5.2	Role play	1	Chalk & Talk	Black Board
5.3	Situational conversation	1	Chalk & Talk	Black Board
5.4	Exercise on Body language	1	Chalk &Talk	Black Board
5.5	Exercise on Eye contact	1	Chalk & Talk	Black Board
5.6	Training on constructive expression	1	Chalk & Talk	Black Board

**INTERNAL - UG**

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	Session-wise Average  5 Mks.	Better of W1, W2  5 Mks	M1+M2  5+5=10 Mks.	MID-SEM TEST  15 Mks				
K1	5	-	-	2 ½	7.5	-	7.5	18.75 %
K2	-	5	4	2 ½	11.5	-	11.5	28.75 %
K3	-	-	3	5	8	-	8	20 %
K4	-	-	3	5	8	-	8	20 %
Non Scholastic	-	-	-	-		5	5	12.5 %
Total	5	5	10	15	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5

	<b>40</b>
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## EVALUATION PATTERN

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

### UG CIA Components

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Identify the importance of communication and its types	K1,K2,K3,K4	PSO1& PSO2
<b>CO 2</b>	Describe the pattern of communications	K1,K2,K3,K4	PSO4
<b>CO 3</b>	Discuss proper listening skills	K1,K2,K3,K4	PSO3
<b>CO 4</b>	Utilize the dimensions of responding skills	K1,K2,K3,K4	PSO4



<b>CO 5</b>	Build the communication Skills	K1,K2,K3,K4	PSO5
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### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	2	3	2	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	2	3

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

### Mapping of COs with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>O1</b>	3	3	2	3	3	3	2
<b>O2</b>	3	3	2	3	3	3	3
<b>O3</b>	2	3	3	3	3	3	3
<b>O4</b>	3	3	3	3	2	3	3
<b>O5</b>	3	3	3	3	2	3	3

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

**COURSE DESIGNER:**

**1.Staff Name :Dr. M. SHAPNA YASMIN**

**Forwarded By**

**HOD'S Signature& Name**

**I B.A**

**SEMESTER –I**

***For those who joined in 2023 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	23S1FC	PUBLIC SPEAKING	2	2

## COURSE DESCRIPTION

This course aims to understand the introduction to Social Change and Development.

## COURSE OBJECTIVE

To reinforce the individual commitment towards societal well-being and social development.  
To create opportunity for citizens to determine their own and their society's needs and to influence decisions that affect these.

## COURSE OUTCOMES

1. Understand the meanings and significance of social change.
2. Develop the ability to critically engage with contemporary changes.
3. Facilitate theoretical thinking about Social change.
4. Enhance the Changing Conceptions of social Development.
5. Understand the dynamics of developmental programmes.

### UNIT – I PUBLIC SPEAKING INTRODUCTION (12 HRS.)

Preparation for an Interview - The Purpose of an Interview -The Interview Situation - Types of Interview

### UNIT – II INTERVIEW AND JOB SEARCH ETIQUETTE (12 HRS.)

The Interview as Communication -Language Specific Speech Skills – Pronunciation  
-VocabularyGeneral Speech Skills -Telephonic Interviews  
Preparing for Telephonic InterviewsDuringthe Call- Job Search Etiquette

### UNIT – III GROUP DISCUSSIONS AND MEETINGS (10 HRS.)

Group Discussions - GDs at Interviews and GDs in General: Functional Differences- Getting Started - Group Communication Skills -Overcome Differences in Communication Style -Group Processing and Assessment -Meetings - Agenda of a Meeting -Preparing for a Meeting  
- Attending a Meeting - Group Decision-Making

### UNIT – IV ORAL PRESENTATION SKILLS (12 HRS.)

Breath Control – Posture - Voice Control: Pitch. Volume and Rate  
Articulatory Clarity or Good Enunciation - Conveying Nuances and Emphases. Using the Voice - Content: in Emotion and Thought - Prepare Your Speech

### UNIT – V PUBLIC SPEAKING SKILLS (14 HRS.)

Language Content: Helping Your Audience Listen- Use Short, Simple Sentences  
Avoid Using too Many Subordinate Clauses - Avoid Using the -ingForms of Verbs, or Noun-like Verbs and Passives - Place Subjects and Verbs Close Together  
Place Objects and Verbs Close Together.

## REFERENCE BOOKS:

1. Appadurai, A. -*Modernity at Large Cultural Dimensions of Globalization*, New Delhi: OUP, 1997
2. Dereze, J & Sen, A. – *India Economic Development and Social Opportunity*, New Delhi: OUP, 1996.
3. Giddens, A. – *Introduction to Sociology* (2nd Edition., New York: W.W. Norton & Co.,1996.

4. Haq, M. – *Reflections on Human Development*, New Delhi: OUP, 1991. Panikkar, K.M. – *Hindu Society at Cross Road.*, Bombay, 1955.
5. Mandelbaum, D.G. *Society in India*. Bombay: Popular Prahkashn, 1970. Mathew, Panini & Pathi – Symposium on Implications of Globalization.
6. Moore, W.E., and Cook, R. – *Social Change*. New Delhi: Prentice – Hall (India), 1967. Sharma, S. L. – Empowerment without Antagonism: A Case for Reformulation  
Tamilnadu State Council for Higher Education  
of Women's Empowerment Approach. *Sociological Bulletin*, Vol 49, No 1, New Delhi: 2000
7. Singer, M. and Cohen, B. – *Structure and Change in Indian Society*. Jaipur: Rawat Publication, 2001.
8. Singh, Y. – *Modernization of Indian Tradition*. New Delhi: Rawat, 1996.
9. *Sociological Bulletin*, Vol. 44, New Delhi: 1995.
10. Srinivas, M.N. – *Social Change in Modern India*, Berkeley: University of Berkeley, Kapadia, K.M. – *Marriage and Family in India*, Calcutta: Oxford University Press, 1977.
11. UNDP, *Human Development Report*, New York: Oxford University Press UNDP, *Sustainable Development*, New York: OUP
12. World Bank, *World Development Report*, New York: OUP

## **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 PUBLIC SPEAKING INTRODUCTION</b>				
1.1	Preparation for an Interview - The Purpose of an Interview -	4	Chalk & Talk	Black Board
1.2	The Interview Situation	3	Chalk & Talk	Black Board
1.3	Types of Interview			
<b>UNIT -2 INTERVIEW AND JOB SEARCH ETIQUETTE</b>				
2.1	The Interview <b>as</b> Communication - Language Specific Speech Skills - Pronunciation -	3	Chalk & Talk	Black Board
2.2	-Vocabulary General Speech Skills	2	Chalk & Talk	Black Board
2.3	Telephonic Interviews	2	Chalk & Talk	Black Board
	Preparing for Telephonic Interviews During the Call- Job Search Etiquette	1	Chalk & Talk	Black Board
<b>UNIT -3 GROUP DISCUSSIONS AND MEETINGS</b>				
3.1	Group Discussions - GDs at Interviews <b>and</b> GDs in General: Functional Differences- Getting Started - -	2	Chalk & Talk	Black Board

3.2	Group Communication Skills -Overcome Differences in Communication Style	2	Chalk & Talk	Black Board
3.3	Group Processing and Assessment - Meetings - Agenda of a Meeting -Preparing for a Meeting	2	Lecture	PPT & White board
3.4	Attending a Meeting - Group Decision-Making	1	Lecture	PPT & White board
<b>UNIT -4 ORAL PRESENTATION SKILLS</b>				
4.1	Breath Control – Posture - Voice Control: Pitch. Conveying Nuances and Emphases.	3	Chalk & Talk	Black Board
4.2	Using the Voice - Content: in Emotion and Thought - Prepare Your Speech	2	Chalk & Talk	Black Board
<b>UNIT -5 PUBLIC SPEAKING SKILLS</b>				
5.1	Language Content: Helping Your Audience Listen	2	Chalk & Talk	Black Board
5.2	Use Short, Simple Sentences Avoid Using too Many Subordinate Clauses - -	1	Chalk & Talk	Black Board
5.3	Avoid Using the -ingForms of Verbs, or Noun-like Verbs and Passives	1	Chalk & Talk	Black Board
5.4	Place Subjects and Verbs Close Together	1	Chalk & Talk	Black Board

### INTERNAL - UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	

K1	2	2	-	-	-	4	-	4	10
K2	2	2	5	-	-	9	-	9	22.5
K3	3	3	-	-	5	11	-	11	27.5
K4	3	3	-	5	-	11	-	11	27.5
Non Scholastic	-	-	-	-	-		5	5	12.5
Total	10	10	5	5	5	35	5	40	100

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

### UG CIA Components

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the Nature	K1, K2, K3 &K4	PSO1& PSO2
CO 2	Identify the Origin and	K1, K2, K3 &K4	PSO3
CO 3	Discuss the knowledge	K1, K2, K3 &K4	PSO5
CO 4	Summarize Importance	K1, K2, K3 &K4	PSO2
CO 5	Estimate the stages	K1, K2, K3 &K4	PSO3

Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	3	3	3	2	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3

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

Mapping of COs with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
O1	3	3	2	3	3	3	2

<b>02</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>03</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>04</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>05</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>


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

**COURSE DESIGNER:**



**Dr. K. Saritha**

**Forwarded By**  
**Dr.M.Meenakumari**



**Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,**  
Assistant Professor & Head  
Department of Sociology and Social Work  
**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	23S2CC3	SOCIOLOGY INFORMATICS	5	5

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-VIDYNAMISM(EvaluationPattern-CIAonly)**

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.

**REFERENCEBOOK:**

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 4<sup>th</sup> 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](https://www.researchgate.net/publication/269382067_Application_of_Computer_System_in_the_Study_of_Sociology).

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT-1 INTRODUCTION TO NETWORK AND INTERNET</b>				
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
<b>UNIT-2 SOCIAL NETWORKS AND SOCIAL COMPUTING</b>				
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
<b>UNIT-3COMPUTER-ASSISTEDDATACOLLECTION</b>				
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
<b>UNIT-4 MSWORD</b>				
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
<b>UNIT-5MSPOWERPOINT</b>				
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

## 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

<b>C1</b>	-	Test(CIA1)	1	-	10Mks
<b>C2</b>	-	Test(CIA2)	1	-	10Mks
<b>C3</b>	-	Assignment	1	-	5Mks
<b>C4</b>	-	OpenBookTest/PPT	2*	-	5Mks
<b>C5</b>	-	Quiz	2*	-	5Mks
<b>C6</b>	-	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 Network and Internet	K1	PSO1
CO2	Explain the usages of social networks and social computing	K1, K2,	PSO3
CO3	Utilize the computer-assisted data collection	K1 & K3	PSO3
CO4	Apply the knowledge in MS-Word	K1, K2, K3 &	PSO4
CO5	Analyse the application of simple presentation	K2 & K4	PSO4

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated–3

♦ Moderately Correlated–2

♦ Weakly Correlated–1

### Mapping of COs with POs

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

**Note:** ♦ Strongly Correlated–3

♦ Moderately Correlated–2



♦ Weakly Correlated–1

COURSE DESIGNER: **Mrs. V. Sofia Adaikala Mary**

**Forwarded By Dr. M. MEENAKUMARI**

  
**Dr. M. MEENAKUMARI**, M.A., M.Sc., M.Phil., Ph.D.,  
Assistant Professor & Head  
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**FATIMA COLLEGE, MADURAI**  
Tamilnadu-625 018



## **I B.A**

### **SEMESTER –II**

*For those who joined in 2023 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/W EEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>23S2CC4</b>	<b>CONTEMPORARY SOCIOLOGICAL THOUGHTS</b>	<b>5</b>	<b>5</b>

#### **COURSE DESCRIPTION**

This course aims to understand perspectives of contemporary sociological thought.

#### **COURSE OBJECTIVES**

1. The aim of the course is to impart theoretical orientations to the social world.
2. The course enables students to understand the theories of various social thinkers.
3. To let students, understand how theories inform substantive areas of current sociological research.
4. To introduce the student contribution of classical thinker for the development and growth of Sociology
5. The aim of the course is to enhance the ability of the students to apply the sociological theory to practical issues.

#### **COURSE OUTCOMES**

1. Understand the core themes such as description, presentation and argumentation in statistical/quantitative contexts.
2. Able to execute theoretical and empirical methodology.
3. A series of lectures will let the students to acquire proper research methods, sampling techniques, designs etc.
4. Able to explain the contribution of classical social thinkers.
5. Aware of the objective of the paper as to give an analytical and cognitive approach.

#### **UNIT I**

**Talcott Parson**

**(15 HRS.)**

**Voluntaristic Action - Pattern Variable - Functional Requisites**

#### **UNIT II**

**Robert K. Merton**

**(15 HRS.)**

**Functional Analysis - Latent and Manifest function - Role Theory – Anomie**

**UNIT III Vilfredo Pareto (15 HRS.)**

**Circulation of Elites - Residues and Derivatives - Logical and Non- Logical action**

**UNIT IV Alexis de Tocqueville (15 HRS.)**

**Civil and political society and the Individual**

Majority rule and mediocrity - Slavery, blacks and Indians

**UNIT V Dorothy Edith Smith (15 HRS.)**

Standpoint theory - Ruling relations - Bifurcation and consciousness

### **Reference**

1. Aron. Raymond (1967) Main Currents in Sociological Thoughts (2 Volume), Penguin books, London.
2. Barnes.H.E (1959) Introduction to History of Sociology, University of Chicago press, Chicago.
3. CraibLan (1979) Classical Social Theory, OUP, UK.
4. Ritzer, George (1996) Sociological Theory, Tata Mc Graw Hill, New Delhi.
5. Timaseff, N.S (1976) Sociological Theory: Its Nature and Growth, Random House, New York.

### **Text Books**

1. Coser Lewis.A(1979) Masters of Sociological Thoughts: Ideas in Historical and Social context, Harcourt BranceJovanovidi, New York.
2. Ronald (1994) The Making of Sociology (2 Volumes), Rawat, India.
3. Josefina Figueroa McDonough. (1998). The Role of gender in practice knowledge Routledge is an imprint of Taylor& Francis, an Informa company.
4. Ritzer George (2011) Sociological Theory – 5th Edition
5. Coser LA (2018) Sociological Theory 5th Ed

### **Digital Open Educational Resources (DOER) :**

[https://www.newworldencyclopedia.org/entry/Vilfredo\\_Pareto](https://www.newworldencyclopedia.org/entry/Vilfredo_Pareto)

<http://www.yourarticlelibrary.com/biographies/biography-of-auguste-comte-and-his-works/43722>

<https://www.sociologygroup.com/herbert-spencer-biography-contribution-philosopher/>

<https://www.bartleby.com/essay/founding-fathers-of-sociology-F3G7WTAJPRS5>

[https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 TALCOTT PARSONS &amp; R.K.MERTON</b>				
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
<b>UNIT -2 BLUMER &amp; PETER M BLAU</b>				
2.1	Blumer	4	Lecture	LCD
2.2	Symbolic Interactionism	2	Chalk & Talk	PPT & White board
2.3	Peter M Blau	4	Chalk & Talk	Black Board
2.4	Exchange principles	2	Chalk & Talk	PPT & White board

2.5	Elementary systems of Exchange	4	Lecture	Black Board
2.6	The organizational basis of Society	4	Chalk & Talk	Black Board
3.1	Althuseer's	7	Lecture	PPT & White board
3.2	Theory of Ideology	7	Chalk & Talk	Black Board
3.3	Gramsi's Contributions	6	Chalk & Talk	Black Board
<b>UNIT -4 ALFRED SCHULTZ &amp; H. GARFINKLE</b>				
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
<b>UNIT -5 MICHAL FOCAULT &amp; JACQUES DERRIDA</b>				
5.1	Michal Focault	3	Chalk & Talk	PPT & White board
5.2	Theory of Power and Knowledge	3	Chalk & Talk	Black Board
5.3	Life world	2	Lecture	Black Board
5.4	Jacques Derrida	3	Chalk & Talk	PPT & White board
5.5	Contributions	1	Chalk & Talk	Black Board

5.6	De constructivism	3	Lecture	Black Board
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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/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

### EVALUATION PATTERN

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

### UG CIA Components

		No s		
<b>C1</b>	- Test (CIA 1)	1	-	10 Mks
<b>C2</b>	- Test (CIA 2)	1	-	10 Mks
<b>C3</b>	- Assignment	1	-	5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	- Quiz	2 *	-	5 Mks
<b>C6</b>	- Attendance		-	5 Mks

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Identify the principal lines in the development of modern sociological theory	K1	PSO1
<b>CO 2</b>	Interpret the meaning of central concepts and theories in modern sociological theory	K2	PSO2
<b>CO 3</b>	Apply the relevant parts of modern sociological theory to	K3	PSO5

	analyze social phenomena		
<b>CO 4</b>	Correlate sociological theories and the connection between present societies	K4	PSO4
<b>CO 5</b>	Analyze the present political system connected with contemporary theories	K4	PSO3

### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	2	3	2	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	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
<b>CO1</b>	3	3	2	3	3	3	2
<b>CO2</b>	3	3	2	3	3	3	3
<b>CO3</b>	2	3	3	3	3	3	3
<b>CO4</b>	3	3	3	3	2	3	3
<b>CO5</b>	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**

**I B.A  
SEMESTER –I  
For those who joined in 2023 onwards**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
UASC	23S2EC3	SOCIAL ANTHROPOLOGY	4	3

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVE**

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

**Unit- I Introduction to Social Anthropology (12 HRS.)**

Definition, Meaning, Nature, Scope, branches of anthropology, Importance of the study of Social Anthropology.

Basic concepts - Definition, Meaning **Culture Traits and Culture Complex** and Diffusion Types and Processes- Acculturation, Enculturation and Transculturation.

**Unit-II **Kinship** (12 HRS.)**

Definition, Meaning, Types: Consanguineous, affinal kinship, Levels of kinship : Primary, secondary, and tertiary , Kinship Usages – Avoidance-joking relationship, Teknonymy, Avunculate, Amitate and Couvade. Kinship Terms – Classificatory and Descriptive. Descent – Cognates, Agnates and Uterine kin. Unilateral Descent Group – Lineage, Clan, Phratry and Moiety

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



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

**Unit -IV Religion and Magic**

**(14HRS.)**

Definition ,Meaning – Theories of tribal Religion- Monothesim, Polytheism, Animism, Animatism, Naturism, Fetishism and Totemeism Forms of Magic – Imitative and Contagious Magic-sorcery-witchcraft, Priest, Shaman, Medicine man, black magic and white magic , **difference between religion and magic(Self Study).**

**Unit- V Tribal Problems and Tribal Empowerment Programmes**

**(12HRS.)**

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

**Unit -VI DYNAMISM**

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

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

**Digital Open Educational Resources (DOER) :**

- 1.[www.socialsciences.manchester.ac.uk](http://www.socialsciences.manchester.ac.uk)
- 2.[www.discoveranthropology.org.uk](http://www.discoveranthropology.org.uk)
- 3.[sociology.iresearchnet.com](http://sociology.iresearchnet.com)

**COURSE CONTENTS & LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 INTRODUCTION TO SOCIALANTHROPOLOGY</b>				
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
<b>UNIT -2 KINSHIP</b>				
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
<b>UNIT-3 MARRIAGE</b>				
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
<b>UNIT -4 RELIGIONANDMAGIC</b>				
4.1	Definition ,Meaning – Theories of tribal Religion-	3	Chalk & Talk	Black Board
4.2	Animism, Animatism, Naturism and Totemeism	5	Lecture	PPT & White board
4.3	Forms of Magic – Imitative and Contagious Magic-	4	Lecture	Black Board
4.4	sorcery-witchcraft, black magic and white magic	3	Lecture	Black Board
<b>UNIT -5 TRIBAL PROBLEMS AND TRIBAL EMPOWERMENT PROGRAMMES</b>				
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	Non Scholastic	CIA Total	
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						stic Marks	Mark s C6		% 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
Non Scholastic	5
	40

## EVALUATION PATTERN

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

### UG CIA Components

		No s	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks

<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

### End Semester – UG

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

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

CO5	Categorizethe Tribal Problems and Welfare Schemes.	K4	PO5
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### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	3	2	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	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

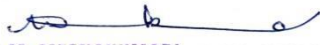
**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2  
♦ Weakly Correlated -1

**COURSE DESIGNER:**

M.Suganya

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

**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

**I B.A**  
**SEMESTER -II**

*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CR ED IT S
UASC	23S2EC4	INDIAN SOCIAL PROBLEMS	CORE	4	3

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## **COURSE DESCRIPTION**

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

## **COURSE OBJECTIVES**

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

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

### **INDIAN SOCIAL PROBLEMS**

#### **Unit – I**

**(10 HRS.)**

**Social Problem** – Definition and meaning of social organization and disorganization – Causes of **social disorganization**, Individual disorganization – Causes and Stages.

#### **Unit – II**

**(14 HRS.)**

Crime and Delinquency – Crime – Causes, types, biological and environmental factors – Juvenile Delinquency – Causes and Prevention of Adult offenders – Alcoholism and Drug Addiction – Causes, consequences and prevention strategies.

#### **Unit – III**

**(12 HRS.)**

Violence in society: Gender based violence, Child Abuse, Human Trafficking, Sexual Harassment, Casteism, **Communalism**, Regionalism and Terrorism.

#### **Unit – IV**

**(12 HRS.)**

Commercial Sex work — Causes, types, Commercial Sex work and personal disorganization – Commercial Sex work and Family Disorganization – Suppression of Immoral Traffic Act of 1956. AIDS – Causes, extent, consequences and prevention – Awareness perspectives and problems.

#### **Unit – V**

**(12 HRS.)**

Poverty, Unemployment and Beggary – Poverty Absolute and Relative causes – Unemployment – Types and Causes – Effects of unemployment. Extent of unemployment in India – Beggary, Causes – Types, techniques, extent of beggary in India, **methods of rehabilitation** – Relevance of U.N.

### **Text Books:**

1. Madan, G.R. Indian Social Problems, New Delhi: Allied Publishers,
2. Kart, Cary, S. Exploring Social Problems: Reading and Research, California: Alfred Publishing Co., INC., 1978.
3. Teeters, Negley and Harry Elnar Barends. New Horizons in Criminology, New Delhi: Prentice Hall of India, 1959.

### **REFERENCE BOOKS:**

1. Lemert, M. Social Pathology, New York: McGraw Hill Book Company, INC., 1951.
2. Stanley, D. Eitzen. Social Problems, London: Allyn and Bacon, 1983.
3. Majumdar, M Caste and Communication in an Indian Village, Mumbai: Asian Publishing House, 1958.
4. Julian Joseph. Social Problems, Prentice Hall, Englewood Cliffs, New Jersey, 1977.



5. Merton, Robert, K. and Nisbet, Contemporary Social Problems, New York: Harcourt Brace Jovanovich, 1979.

## **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT – I SOCIAL PROBLEMS</b>				
1.1	Definition, Characteristics of Social Disorganization	5	Chalk & Talk	Black Board
1.2	Causes of Social Disorganization	5	Chalk & Talk	LCD
1.3	Social Problems	4	Lecture	PPT & White board
1.4	Merton's Theory of Anomie and Deviance.	3	Lecture	Black Board
<b>UNIT -2 CRIME AND DELINQUENCY</b>				
2.1	Concept of Social Deviance	7	Lecture	Black Board
2.2	Causes, Consequences and Remedies of Crime	6	Chalk & Talk	Black Board
2.3	Causes, Consequences and Remedies of Substance Abuse	5	Lecture	Black Board
2.4	Causes, Consequences and Remedies of Commercial Sex workers	5	Lecture	Black Board
<b>UNIT -3 VIOLENCE IN SOCIETY</b>				
3.1	Causes Consequences and Remedies of Value conflicts, , Child Abuse	4	Lecture	Black Board

3.2	Causes Consequences and Remedies of Depression	4	Chalk & Talk	Black Board
3.3	Causes Consequences and Remedies of Child Abuse	3	Lecture	Black Board
3.4	Causes Consequences and Remedies of Divorce, Separation,	3	Lecture	Black Board
3.5	Causes Consequences and Remedies of Desertion, Single Parenting	3	Chalk & Talk	Black Board
<b>UNIT -4 COMMUNITY PROBLEMS</b>				
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
<b>UNIT -5 POVERTY, UNEMPLOYMENT AND BEGGARY</b>				
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

#### INTERNAL - UG

/Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
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	Session -wise Average	Better of W1, W2	M1+M2	MID-SE M TEST				
	5 Mks.	5 Mks	5+5=10 Mks.	15 Mks	35 Mks.	5 Mks.	40Mks.	
<b>K1</b>	<b>5</b>	<b>-</b>	<b>-</b>	<b>2 ½</b>	<b>7.5</b>	<b>-</b>	<b>7.5</b>	18.75 %
<b>K2</b>	<b>-</b>	<b>5</b>	<b>4</b>	<b>2 ½</b>	<b>11.5</b>	<b>-</b>	<b>11.5</b>	28.75 %
<b>K3</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>K4</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>-</b>	<b>8</b>	20 %
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	12.5 %
<b>Total</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

CIA	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

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

### UG CIA Components

		<b>No s</b>	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks

**COURSE OUTCOMES**

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

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

**COURSE DESIGNER:**

1. **Mrs. K. Saritha**

**Forwarded By**

**HOD'S Signature  
& Name**

**I- B.A**

**SEMESTER –II**

***For those who joined in 2023 onwards***

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDIT S
UASC	23S2SE2 (NME)	Workplace Behavior and Employability Skills	2	2

## COURSE DESCRIPTION

This course is designed to provide the knowledge on Workplace behaviour and Employability skills.

## COURSE OBJECTIVES

- To provide basic understanding of Workplace behaviour.
- To sensitize the students on the impact of organizational structure and design.
- To understand organizational culture.
- To explore the significance of organizational change
- To know the various skills of employability

### Unit 1 : Workplace Behaviour: (6 HRS.)

a) defining organization, behavior and organizational behaviour, b) assumptions of OB, c) principles of OB, d) levels of OB, e) scope of OB, f) OB and Human Resource Management, g) Applications of OB, h) Historical developments of OB, i) emerging concerns

### Unit 2: Organizational Structure and Design : (6 HRS.)

a) Basic dimensions of structure, b) Departmentalization, c) Organizational life cycle, d) Organizations as socio-technical systems, e) Organizational design and its impact on employees, f) Organizational boundary spanning

### Unit3: Organizational culture : (6 HRS.)

a) Defining culture, b) levels of culture, c) cultural dimensions, d) high and low context cultures, e) Strong and weak organizational cultures, f) Expressions of organizational culture, g) Impact of culture on individuals, h) Organizational cultural change

### Unit 4: Organization Change : (6 HRS.)

a) Change in Organizations, b) Nature of the change process, c) Types of change, d) Impact of change, e) Managing resistance to change, f) Organizational Development interventions.

### Unit 5: Employability Skills: (6 HRS.)

Self- Management Skills- Information Communication Technology Skills- Green Skills- Sustainable development-Our Role in sustainable development

## REFERENCE BOOKS:

1. Organisational Behaviour: Author: L. M. Prasad: Edition: 3: Publisher: Sultan Chand, 2004: ISBN: 817014888X, 9788170148883:
2. Organizational Behavior, **Stephen P. Robbins** and has been published by Prentice Hall this book supported file pdf, txt, 2015
3. Javid Akhtar , Tourism Management in India, Ashish Publishing House, New Delhi, 1990.

### Digital Open Educational Resources (DOER):

1. <https://archive.org/details/in.ernet.dli.2015.545866>
2. <https://www.ardhindie.com/pdf/organizational-behavior-17th-edition-pdf/>
3. <https://www.sociologyguide.com/basic-concepts/sociology-of-media.php>
4. <https://opentextbc.ca/introductiontosociology/chapter/chapter8-media-and-technology/>
5. [https://cbseacademic.nic.in/web\\_material/Curriculum21/publication/secondary/Employability\\_Skills10.pdf](https://cbseacademic.nic.in/web_material/Curriculum21/publication/secondary/Employability_Skills10.pdf)

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1      WORKPLACE BEHAVIOUR AN INTRODUCTION</b>				
1.1	a) defining organization, behavior and organizational behaviour,	1	Chalk & Talk	Black Board
1.2	b) assumptions of OB, c) principles of OB,	1	Chalk & Talk	LCD
1.3	d) levels of OB, e) scope of OB, f) OB and Human Resource Management, g) Applications of OB,	4	Lecture	PPT & White board
1.4	h) Historical developments of OB, i) emerging concerns	1	Lecture	Black Board
<b>UNIT -2      Organizational Structure and Design</b>				
2.1	a) Basic dimensions of structure, b) Departmentalization, ,	2	Discussion	Black Board

2.2	c) Organizational life cycle	2	Lecture	Black Board
2.3	d) Organizations as socio-technical systems,	2	Discussion	Black Board
2.4	e) Organizational design and its impact on employees,	4	Lecture	Black Board
2.5	f) Organizational boundary spanning	5	Discussion	Black Board
<b>UNIT - 3 Organizational culture</b>				
3.1	a) Defining culture, b) levels of culture	1	Lecture	Black Board
3.2	, c) cultural dimensions, d) high and low context cultures	1	Chalk & Talk	Black Board
3.3	e) Strong and weak organizational cultures	3	Chalk & Talk	Black Board
3.4	f) Expressions of organizational culture, ,	2	Lecture	Black Board
<b>UNIT - 4 Organizational Change</b>				
4.1	a) Change in Organizations Organization Change	2	Lecture	Black Board
4.2	b) Nature of the change process, c) Types of change, d) Impact of change	2	Chalk & Talk	Black Board
4.3	e) Managing resistance to change,	2	Lecture	Black Board
4.4	f) Organizational Development interventions	3	Chalk & Talk	Black Board
<b>UNIT -5 Employability Skills</b>				
5.1	Self- Management Skills	4	Lecture	Black Board
5.2	Information Communication Technology Skills	4	Chalk & Talk	Black Board

5.3	Green Skills - Sustainable development	3	Lecture	Black Board
5.4	f. Our Role in sustainable development	4	Chalk & Talk	Black Board

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	Session-wise Average 5 Mks.	Better of W1, W2 5 Mks	M1+M2 5+5=10 Mks.	MID-SEM TEST 15 Mks	35 Mks.	5 Mks.	40Mks.	
<b>K1</b>	5	-	-	2 ½	7.5	-	7.5	18.75 %
<b>K2</b>	-	5	4	2 ½	11.5	-	11.5	28.75 %
<b>K3</b>	-	-	3	5	8	-	8	20 %
<b>K4</b>	-	-	3	5	8	-	8	20 %
<b>Non Scholastic</b>	-	-	-	-		5	5	12.5 %
<b>Total</b>	5	5	10	15	35	5	25	100 %

CIA	
Scholastic	35
Non Scholastic	5



	<b>40</b>
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## EVALUATION PATTERN

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

### UG CIA Components

		No s	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Recall the nature of Workplace behaviour	K1,K2,K3,K4	PSO1
<b>CO 2</b>	Interpret the Impact of Organizational Structure and Design	K1,K2,K3,K4	PSO3
<b>CO 3</b>	Estimate the functions of Organizational culture	K1,K2,K3,K4	PSO5
<b>CO 4</b>	Categorize the organizational change	K1,K2,K3,K4	PSO4
<b>CO 5</b>	Distinguish Various skills in employability	K1,K2,K3,K4	PSO2

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### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	2
CO 2	3	3	3	3	3
CO 3	3	2	3	2	3
CO 4	3	3	3	3	3
CO 5	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:

1. Staff Name: DR.P.JACINTHA JOSEPHINE JULIE

2. Staff Name: Dr. T. GEETHA

Forwarded By

HOD'S Signature

8- Name -

**Dr.M.MEENAKUMARI**

**I - B.A  
SEMESTER-II  
For those who joined in 2023 onwards**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>23S2SE3</b>	<b>LEADERSHIP SKILLS</b>	<b>2</b>	<b>2</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

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

**COURSE OUTCOMES**

1. Define the leadership and identify its skills
2. Describe the attitudes of leadership skills
3. Discuss the qualities of a leader
4. Inference the role played by a leader.
5. Analyze the problems by enacting a role play

**UNIT I: LEADERSHIP: (6 HRS.)**  
Definition, Meaning, **Explanation of Leadership Skills**(Self Study)

**UNIT II: ATTRIBUTES OF LEADERSHIP SKILLS (7 HRS.)**  
**Emotional Intelligence, High Energy level, Self awareness, self regulation, Motivation, empathy, Commitment, social skills, Open to new ideas , good listener, the ability to challenge the process, Integrity, Vision**

strategy/Communication, Life –Long living, **Self Assessor(Self Study)**, Risk taker.

**UNIT III: CONFLICT MANAGEMENT: (6 HRS.)**

Description, Sources of Conflict, Approach to Conflict –Conquest, **Avoidance**(Self Study), Bargaining, Quick Fix

**UNIT IV: FEEDBACK (5 HRS.)**

Giving and Receiving

**Unit V: PRACTICAL EXERCISES (6 HRS.)**

- ☐ Role play
- ☐ **Games**(Self Study)
- ☐ Group work

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

Recent trends in Leadership styles

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

**Digital Open Educational Resources (DOER):**

logos.com/leadership/guide  
www.imd.org/reflections/leadership-skills/

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 LEADERSHIP</b>				
1.1	Definition	1	Chalk & Talk	Black Board

1.2	Meaning	1	Chalk & Talk	LCD
1.3	Explanation of Leadership Skills	4	Lecture	PPT & White board
<b>UNIT -2                      ATTRIBUTES OF LEADERSHIP SKILLS</b>				
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
<b>UNIT -3                      CONFLICT MANAGEMENT</b>				
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
<b>UNIT -4                      FEEDBACK</b>				
4.1	<b>Giving and Receiving(Self Study)</b>	5	Lecture	Black Board
<b>UNIT -5                      PRACTICAL EXERCISES</b>				

5.1	Role play	3	Lecture	Black Board
5.2	Games	3	Discussion	Black Board
5.3	Group work	3	Chalk & Talk	Black Board

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	Session -wise Average 5 Mks.	Better of W1, W2 5 Mks	M1+M2 5+5=10 Mks.	MID-SEM TEST 15 Mks	35 Mks.	5 Mks.	40Mks.	
<b>K1</b>	5	-	-	2 ½	7.5	-	7.5	18.75 %
<b>K2</b>	-	5	4	2 ½	11.5	-	11.5	28.75 %
<b>K3</b>	-	-	3	5	8	-	8	20 %
<b>K4</b>	-	-	3	5	8	-	8	20 %
<b>Non Scholastic</b>	-	-	-	-		5	5	12.5 %
<b>Total</b>	5	5	10	15	35	5	40	100 %

CIA

<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

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

### UG CIA Components

		No s	
<b>C1</b>	- Test (CIA 1)	1	- 10 Mks
<b>C2</b>	- Test (CIA 2)	1	- 10 Mks
<b>C3</b>	- Assignment	1	- 5 Mks
<b>C4</b>	- Open Book Test/PPT	2 *	- 5 Mks
<b>C5</b>	- Quiz	2 *	- 5 Mks
<b>C6</b>	- Attendance		- 5 Mks

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO 1</b>	Define the leadership and identify its skills	K1	PSO1& PSO2
<b>CO 2</b>	Describe the attitudes of leadership skills	K2	PSO3
<b>CO 3</b>	Discuss the qualities of a leader	K2	PSO4

<b>CO 4</b>	Inference the role played by a leader.	K3	PSO3
<b>CO 5</b>	Analyze the problems by enacting a role play	K3	PSO5

## **COURSE DESIGNER:**

**1.Staff Name DR.M.SHAPNA YASMIN**

**Forwarded By**

**HOD'S Signature& Name**

## **II B.A SEMESTER-III**

*Forthosewhojoinedin2019onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>19S3CC5</b>	<b>INDIAN SOCIAL INSTITUTIONS</b>	<b>CORE</b>	<b>6</b>	<b>4</b>

## **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: INDIAN SOCIAL ORGANIZATION**

**(17HRS)**

**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 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
<b>UNIT-1 INDIAN SOCIAL ORGANIZATION</b>				
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
<b>UNIT-2 CASTE SYSTEM</b>				
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
<b>UNIT-3 MARRIAGE AND FAMILY</b>				
3.1	Philosophy of Hindu Marriage –	4	Chalk & Talk	Black Board

3.2	MarriageamongMuslimsand Christians.	4	Chalk &Talk	PPT& White board
3.3	ChangesintheMarriageSystem.	4	Lecture	PPT& White board
3.4	Family:Definition,Featuresof Family, Classification	4	Chalk &Talk	Black Board
3.5	NuclearandJointFamily,	4	Chalk &Talk	PPT& White board
3.6	Functions and changing Trends in the Family	3	Lecture	PPT& White board
<b>UNIT-4 ECONOMY</b>				
4.1	Economy:Meaning	4	Chalk &Talk	Black Board
4.2	work,fundamentals ofwork, 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
<b>UNIT-5POLITY</b>				
5.1	Polity:Meaning	5	Chalk &Talk	Black Board
5.2	TypesofPoliticalSystem,	4	Chalk &Talk	PPT& White board
5.3	VotingProcess,WelfareState.	4	Lecture	PPT& White board



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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### **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

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

### **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

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

COURSEDESIGNER:

Dr.K.Saritha

  
Dr. M. MEENAXUMARI, M.A., M.Sc., M.Phil., Ph.D.,  
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**II B.A**  
**SEMESTER –III**  
*For those who joined in 2021 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	21S3CC6	DATA PROCESSING IN SPREADSHEETS	6	4

**COURSE DESCRIPTION**

This course will introduce the students to gain knowledge to work with MS-Excel

**COURSE OBJECTIVES**

To enrich the students to gain hands on training on MS-Excel.

To familiarise the students about the usage of functions, pivot tables and pivot charts.

**UNITS**

**UNIT –I INTRODUCTION TO MS-EXCEL (20 HRS.)**

What is MS-Excel, Understand Excel Screen-Worksheets and Workbooks, Create a new blank Workbook and Worksheets, Save, Open an existing -Workbook and Worksheets, Enter data Manually, using drag and drop, using Paste, Paste Options and Paste Special, Usage of MS-Excel.

**UNIT –II PERFORM CALCULATIONS WITH FUNCTIONS (18 HRS.)**

Understand Functions- Components of a Function, Enter Functions in Worksheet-Function directly into a Cell, Function Library Drop-Down Panels, Insert Function Dialog Box, Edit a Function in a Worksheet, Monitor Calculation with the Watch Window, Functions in Action-Logical Functions, Statistical Functions and Text Functions.

**UNIT –III FORMULAS TO PERFORM CUSTOM CALCULATIONS (20 HRS.)**

Understand Formula Components-Operands, Operators, Entering a Formula, Display Formulas in a Worksheet, Use Range Names and Table Names, Use

Absolute, Relative and Mixed References in Formulas, Autocorrect and Audit Formulas.

#### **UNIT –IV PIVOT TABLES AND PIVOT CHARTS (15 HRS.)**

Understand Pivot table-Insert a Pivot Table, Format a Pivot Table ,Sort a Pivot Table, Filter a Pivot Table, Change the Data Source for a Pivot Table, Move a Pivot Table to Another Location. Create Pivot Charts from Pivot Tables, Move the Pivot Chart to its own Worksheet, Arrange the Data on the Pivot Chart.

#### **UNIT –V MACROS TO AUTOMATE TASKS (15 HRS.)**

Understand what are macros and What they are for?, Create a Macro, record a Macro, Test and Run a Macro, Create a Quick Access Toolbar Button to Run a Macro, Assign a Key Combination to a Macro, Assigning a Macro to an object, Delete a Macro.

#### **UNIT –VI DYNAMISM(FSor CIA only) (2 HRS.)**

Calculation of Income tax using Ms-Excel, Displaying the data in charts.

#### **TEXT BOOK:**

Course material will be provided by the Course Teacher.

#### **REFERENCE BOOK:**

- 1.Guy Hart-Davis, “How to do everything with Microsoft Office using Excel 2007”,Tata McGraw-Hill Publishing Company Limited, New Delhi,2007.(Chapter 2,3,7,8,11and 18.)
2. M.L.Humphrey, “Excel for Beginners Excel Essentials Book 1 Full Color edition”, 2017.
3. John Walkenbach, “Microsoft Excel 2016 Bible 1<sup>st</sup> Edition”,2015.

#### **Digital Open Educational Resources (DOER) :**

- 1.<https://bytescout.com/blog/learn-excel-features-functions.html#1>
- 2.<https://www.excel-easy.com/data-analysis.html>

### **COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT – 1 INTRODUCTION TO MS-EXCEL				

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
1.1	What is MS-Excel?	1	Chalk & Talk	Black Board
1.2	Understand Excel Screen-Worksheets and Workbooks	1	Chalk & Talk	Black Board
1.3	Create a new blank Workbook and Worksheets, Save	1	Lecture	PPT
1.4	Open an existing -Workbook and Worksheets	1	Lecture	Black Board
1.5	Enter data Manually, using drag and drop, using Paste, Paste Options and Paste Special	1	Lecture	Black Board
1.6	Usage of MS-Excel	1	Discussion	Google classroom
<b>UNIT -2 PERFORM CALCULATIONS WITH FUNCTIONS</b>				
2.1	Understand Functions-Components of a Function	1	Chalk & Talk	Black Board
2.2	Enter Functions in Worksheet-Function directly into a Cell, Function Library Drop-Down Panels, Insert Function Dialog Box	1	Lecture	PPT
2.3	Edit a Function in a Worksheet	1	Chalk & Talk	Black Board
2.4	Monitor Calculation with the Watch Window	1	Lecture	PPT
2.5	Functions in Action-Logical Functions	1	Discussion	Google classroom
2.6	Statistical Functions and Text Functions	1	Discussion	Google classroom
<b>UNIT –3 FORMULAS TO PERFORM CUSTOM CALCULATIONS</b>				
3.1	Understand Formula Components-Operands, Operators	2	Chalk & Talk	Black Board
3.2	Entering a Formula ,Display Formulas in a Worksheet	1	Lecture	PPT

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
3.3	Use Range Names and Table Names, Use Absolute, Relative and Mixed References in Formulas	1	Chalk & Talk	Black Board
3.4	Autocorrect and Audit Formulas.	2	Discussion	Google classroom
<b>UNIT –4 PIVOT TABLES AND PIVOT CHARTS</b>				
4.1	Understand Pivot table-Insert a Pivot Table, Format a Pivot Table	1	Chalk & Talk	Black Board
4.2	Sort a Pivot Table, Filter a Pivot Table, Change the Data Source for a Pivot Table	1	Lecture	PPT
4.3	Move a Pivot Table to Another Location. Create Pivot Charts from Pivot Tables, Move the Pivot Chart to its own Worksheet	1	Chalk & Talk	Black Board
4.4	Arrange the Data on the Pivot Chart	2	Chalk & Talk	Black Board
<b>UNIT –5</b>				
5.1	Understand what macros are and What they are for?	2	Chalk & Talk	Black Board
5.2	Create a Macro, record a Macro, Test and Run a Macro	1	Chalk & Talk	Black Board
5.3	Create a Quick Access Toolbar Button to Run a Macro, Assign a Key Combination to a Macro	1	Lecture	PPT
5.4	Assigning a Macro to an object, Delete a Macro.	2	Lecture	PPT
<b>UNIT –6 DYNAMISM (FS or CIA only)</b>				
6.1	Calculation of Income tax using Ms-Excel	1	Discussion	Google classroom
6.2	Working with charts	1	Discussion	Google classroom

Levels	C1	C2	C3	C4	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	Session-wise Average  5 Mks.	Better of W1, W2  5 Mks	M1+M2  5+5=10 Mks.	MID-SEM TEST  15 Mks				
K1	5	-	-	2 ½	7.5	-	7.5	18.75 %
K2	-	5	4	2 ½	11.5	-	11.5	28.75 %
K3	-	-	3	5	8	-	8	20 %
K4	-	-	3	5	8	-	8	20 %
Non Scholastic	-	-	-	-		5	5	12.5 %
Total	5	5	10	15	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

### UG CIA Components

#### Nos

**C1** - Theory Test (CIA 1) 1 - 10 Mks

**C2** - Practical Test (CIA 2) 1 - 10 Mks

<b>C3</b>	-	Assignment	1	-	5 Mks
<b>C4</b>	-	Open Book Test/PPT	2 *	-	5 Mks
<b>C5</b>	-	Quiz	2 *	-	5 Mks
<b>C6</b>	-	Attendance		-	5 Mks

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the MS-Excel Workbook and Worksheet	K1	PSO1
CO 2	Show the Functions in MS-Excel	K1, K2,	PSO3
CO 3	Explain the Formulas To Perform Custom Calculations	K1 & K3	PSO3
CO 4	Categorize the Pivot Tables and Pivot Charts	K1, K2, K3 &	PSO4
CO 5	Examine the purpose of Macros	K2 & K4	PSO4

### 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
CO 1	2											
CO 2			3									
CO 3			3									
CO 4				2								
CO 5				2								

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

**COURSE DESIGNER:**

1. Staff Name (Bookman Old Style12)

2. Staff Name

**Forwarded By**

**HOD'S Signature**

**& Name**

**Dr.M.MEENAKUMARI**

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	22S3AC3	GENDER STUDIES	ALLIED	5	5

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

- To enable the students to learn about the basic concepts of gender studies
- To sensitize students related with emerging gender issues.
- To empower the students in all fields and to change the prejudice against women.

**UNIT I: INTRODUCTION  
(15 HRS)**

Meaning of Gender Studies: basic concepts- Sex and Gender, Masculinity

and 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, Savitri 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 Tamilnadu, MJP Publication, Chennai- 2007.
10. Shakuntala Devi, caste system in India, pointer publishers, Jaipur- 1999.
11. Singh, Yogendra, Modernisation of Indian Traditions, Rawat Publications, Jaipur, 1998.

12. SrinivasM.N–SocialChangeinIndia,.AlliedPublishers,Bombay.1996.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT-1 INTRODUCTION</b>				
1.1	<b>UNIT-1:</b> 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
<b>UNIT-2 INSPIRING WOMEN MODELS IN INDIAN SOCIETY</b>				
2.1	Velu Nachiyar, Dr. Muthulakshmi Reddy	5	Chalk & Talk	Black Board
2.2	Savitribai Phule,	5	Chalk & Talk	Black Board
2.3	Medha Patkar, Arundhati Roy,	5	Lecture	PPT & White Board
<b>UNIT-3 CHANGING TRENDS IN STATUS OF WOMEN</b>				
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
<b>UNIT-4 WOMEN AND WORK</b>				
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	dualrole, wagediscrimination and glass ceiling effect	5	Lecture	PPT& White board
<b>UNIT-5WOMENANDLEGISLATION</b>				
5.1	Rights of women concerning property and marriage	5	Chalk &Talk	Black Board
5.2	WomenReservationBill	5	Chalk &Talk	LCD
5.3	PreNatalPreventionAct, 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	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 interval 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 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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated – 1

Mapping of COs with Pos

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

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

COURSE DESIGNER: Dr. K. Saritha

Forwarded By Dr. M. Meenakumari  
Dr. M. MEENAKUMARI, M.A., M. Sc., M. Phil., Ph.D.,  
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FATIMA COLLEGE, MADURAI  
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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	19S4CC7	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**

**(18HRS)**

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

**UNIT V: METHODS OF INTERVENTION**

**(15HRS)**

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
<b>UNIT-1 SOCIAL DISORGANIZATION AND SOCIAL PROBLEMS</b>				
1.1	Definition, Characteristics of Social Disorganization	5	Chalk & Talk	Black Board
1.2	Causes of Social Disorganization	5	Chalk & Talk	LCD
1.3	Social Problems	4	Lecture	PPT & White board
1.4	Merton's Theory of Anomie and Deviance.	3	Lecture	Black Board
<b>UNIT-2 PROBLEMS OF DEVIANCE</b>				
2.1	Concept of Social Deviance	7	Lecture	Black Board
2.2	Causes, Consequences and Remedies of Crime	6	Chalk & Talk	Black Board
2.3	Causes, Consequences and Remedies of Substance Abuse	5	Lecture	Black Board
2.4	Causes, Consequences and Remedies of Commercial Sex workers	5	Lecture	Black Board
<b>UNIT-3 PROBLEMS AT THE INDIVIDUAL AND FAMILY LEVEL</b>				
3.1	Causes Consequences and Remedies of Value conflicts, , Child Abuse	4	Lecture	Black Board
3.2	Causes Consequences and Remedies of Depression	4	Chalk & Talk	Black Board
3.3	Causes Consequences and Remedies of Child Abuse	3	Lecture	Black Board

3.4	Causes Consequences and Remedies of Divorce, Separation,	3	Lecture	Black Board
3.5	Causes Consequences and Remedies of Desertion, Single Parenting	3	Chalk & Talk	Black Board
<b>UNIT-4 COMMUNITY PROBLEMS</b>				
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
<b>UNIT-5 METHODS OF INTERVENTION</b>				
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

**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**–AverageofTwoSessionWiseTests

**C2**–AverageofTwoMonthlyTests

**C3**-MidSemTest

**C4**–BestofTwoWeeklyTests

**C5**–Non–Scholastic

## COURSE OUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

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	Estimatethesocialproblems at Micro andMacroLevel.	K1&K3	PSO5
CO4	AnalyzetheProblemsArisesin Community.	K1,K2,K3&	PSO3
CO5	ClassifytheInterventionMethods in DifferentSectors.	K2&K4	PSO5

## Mapping COs Consistency with PSOs

CO/	PS	PSO	PSO	PSO	PSO
-----	----	-----	-----	-----	-----

PSO	O1	2	3	4	5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

**Note:** ♦ StronglyCorrelated–3

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-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:** ♦ StronglyCorrelated–3

♦ ModeratelyCorrelated–2

*[Signature]*

♦ WeaklyCorrelated-1

COURSE DESIGNER: **Dr.K.Saritha**

**Forwarded By Dr.M.Meenakumari**

**Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,**  
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*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS /WEEK	CREDITS
UASC	19S4CC8	STATISTICAL PACKAGE FOR SOCIAL SCIENCES	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-using SPSS. Comparing means: one or two samples 't' test,

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

#### UNIT V: Statistical Analysis with SPSS II

[15 HRS]

Correlation-Nature of Variables-Bivariate/Partial Correlation-

Simple Regression & Multiple Regression-Stepwise-R Values- Compound Growth Rate-

Graphs.

#### Text Books:

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

#### Reference Books:

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

#### COURSE CONTENTS & LECTURE SCHEDULE:

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



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

			Lecture	board
3.9	DataandTransformmenu	1	Demonstration/ Lecture	White board
3.10	Illustratethisexercisewith SPSS	4	Demonstration/ Lecture	White board
<b>UNIT-4 StatisticalAnalysiswithSPSSI</b>				
4.1	DescriptiveStatistics: Measures of Central Tendency	2	Demonstration/ Lecture	White board
4.2	VariablesPercentiles	2	Demonstration/ Lecture	White board
4.3	Quartiles	1	Demonstration/ Lecture	White board
4.4	Skewness	1	Demonstration/ Lecture	White board
4.5	Kurtosis-usingSPSS	1	Demonstration/ Lecture	White board
4.6	Comparingmeans:oneor twosamples'ttest	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-squaretest	1	Demonstration/ Lecture	White board
<b>UNIT-5 StatisticalAnalysiswithSPSSII</b>				
5.1	Correlation	2	Demonstration/ Lecture	Whiteboard
5.2	NatureofVariables	2	Demonstration/ Lecture	Whiteboard
5.3	BivariateCorrelation	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 Assesse ment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Ass ign ment  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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	2	3
CO5	3	3	3	3	3

Note:     ♦StronglyCorrelated–3                     ♦ModeratelyCorrelated–2

             ♦ WeaklyCorrelated-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:     ♦StronglyCorrelated–3                     ♦ModeratelyCorrelated–2

             ♦ WeaklyCorrelated-1

COURSEDESIGNER:

Mrs.V.SofiaAdaikalaMary

  
Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,  
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**Dr.M.MEENAKUMARI**

**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.

UNIT V: ADJUSTMENT AND DEVELOPMENT STAGES

(10HRS)

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

UNIT VI: DYNAMISM:

Scope of Psychology, Psychology and Psychiatry

REFERENCES:

TEXTBOOK:

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

REFERENCE BOOKS:

1. Arun Kumar, Introduction to psychology Anmol Publications Pvt. Ltd, 2002.
2. Dr. R. Bhaskar, Fundamentals of child psychology, Swastika publishers and distributors, 2008.
3. Dalip Singh Emotional Intelligence at work, Response Books Division of Sage Publications 2006.
4. John W. Santrock, Tata McGraw-Hill Adolescence Hill Publishing Company Limited, 2006.
5. Norman L. Munn, The Fundamentals of Human Adjustment, Bowdoin College, Houghton Mifflin Company- Boston 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, Abnormal Psychology Authors Press, 2004.

COURSE CONTENTS & LECTURE SCHEDULE:

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

1.2	factorsandddeterminantsof adjustment.	5	Chalk& Talk	LCD
1.3	Self-awareness.Selfassessment.	5	Lecture	PPT& White board
1.4	Importance and factors contributing to Interpersonal Relations	5	Lecture	Black Board
<b>UNIT2MOTIVATION</b>				
2.1	Concept of Motivation, Basic needs and drives- hunger, sexuality, Achievement.	5	Lecture	Black Board
2.2	personalandsocialmotives, conscious and unconscious aspects of motivation.	5	Chalk &Talk	Black Board
2.3	Maslow'sHierarchyofNeed.	5	Lecture	Black Board
<b>UNIT3PROBLEMSOFADJUSTMENT-STRESS</b>				
3.1	Levelsofstress,Typesand sourcesofstress,	1	Lecture	Black Board
3.2	TypesofPsychologicalStress Reactions-	2	Chalk& Talk	Black Board
3.3	TaskOrientedreactions,Ego defencemechanisms.	1	Lecture	Black Board
<b>UNITIV:EMOTIONS</b>				
4.1	Meaning of emotion, Basic emotional needs,	1	Chalk &Talk	Black Board
4.2	emotionalexpressions,Dominant emotions,emotionaldeprivation,	1	Chalk& Talk	LCD
4.3	Effectsonpersonality.	4	Lecture	PPT& White board
<b>UNIT5: ADJUSTMENTANDDEVELOPMENTSTAGES</b>				



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

### INTERNAL- UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 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 UG are:

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

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

✓

## EVALUATION PATTERN

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

**C1**–Average of Two Session Wise Tests

**C2**–Average of Two Monthly Tests

**C3**-Mid Sem Test

**C4**–Best of Two Weekly Tests

**C5**–Non–Scholastic

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
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

♦ Moderately Correlated–2

♦ Weakly Correlated-1

### Mapping of COs with POs

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

**Note:** ♦ Strongly Correlated–3

♦ Moderately Correlated–2

♦ Weakly Correlated–1

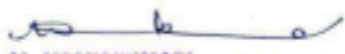
COURSE DESIGNER:



**Dr.K.Saritha**

**Forwarded By**

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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	19S3SB1	PRINCIPLES OF COUNSELLING	SKILL BASED	2	2

### COURSE DESCRIPTION

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

### COURSE OBJECTIVES

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

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

Counselling-Meaning-Definition-Scope of Counselling.

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

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

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

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

#### Unit 4: Counselling-Expectations and Goals: (5HRS)

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

#### Unit 5: 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. MunuBowdon 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
<b>UNIT-1 COUNSELLING</b>				
1.1	Counselling-Meaning-Definition-	4	Chalk & Talk	Black Board
1.2	Scope of Counselling.	3	Chalk & Talk	Black Board
<b>UNIT-2 ORIGIN AND GROWTH OF COUNSELLING</b>				

2.1	OriginandGrowthof Counselling	3	Chalk &Talk	Black Board
2.2	MentalhygieneMovement- MentalMeasurement	2	Chalk &Talk	Black Board
2.3	Important periods in the development of Counselling	2	Chalk &Talk	Black Board
<b>UNIT-3 COUNSELLINGANDRELATEDFIELDS</b>				
3.1	Psychotherapy – Meaning – Characteristics.	2	Chalk &Talk	Black Board
3.2	ClinicalPsychology	2	Chalk &Talk	Black Board
3.3	Counsellingashygiology	2	Lecture	PPT& White board
<b>UNIT-4 COUNSELLINGEXPECTATIONSANDGOALS</b>				
4.1	Expectations of individuals – CounsellingGoals–	3	Chalk &Talk	Black Board
4.2	Achievements of Positive Mental Health	2	Chalk &Talk	Black Board
<b>UNIT-5 DEVELOPMENTALTASKS</b>				
5.1	Developmentaltasks– Adolescence--	2	Chalk &Talk	Black Board
5.2	Erikson'sTheoryof PsychologicalDevelopment	2		
5.3	Socio cultural Factors in Socialization	1	Chalk &Talk	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

- ✓ 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.



**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**

*Forthosewhojoinedin2019onwards*

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 Lauyon, Arizona State University, 1975.

2. The Fundamental of Human adjustment, Norman L. Munn 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	BehaviouralModification	2	Chalk &Talk	Black Board
<b>UNIT-3 COUNSELLINGPROCESS (6HRS)</b>				
3.1	CounsellingProcess	2	Chalk &Talk	Black Board
3.2	PreparationforCounselling	2	Chalk &Talk	Black Board
3.3	Counsellingrelationship	2	Lecture	PPT& White board
<b>UNIT-4 COUNSELLINGINTERACTIONS(5HRS)</b>				
4.1	Meaning – Variables affecting the counselling Process	4	Chalk &Talk	Black Board
4.2	Counsellor'sSkill	1	Chalk &Talk	Black Board
<b>UNIT-5 COUNSELLINGINTERVIEW (5HRS)</b>				
5.1	Meaning–NonVerbal Communication	3	Chalk &Talk	Black Board
5.2	RelationshipTechniques.	2	Chalk &Talk	Black Board

### INTERNAL- UG

Levels	C1	C2	C3	C4	C5	Total Scholasti cMarks	Non Scholastic Marks	CIA Total	% of Assessment
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							C6		
	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	Describe the approaches of counselling process	K1	PSO1 & PSO2
CO2	Interpret the concept of "Self"	K1, K2,	PSO3
CO3	Discuss the steps involved in Professional Counselling.	K1 & K3	PSO5
CO4	Estimate the Skills and Qualities of Counsellor	K1, K2, K3 &	
CO5	Discover the need of Counselling in Specific Situations	K2 & K4	

**Mapping COs Consistency with PSOs**

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

**Note:** ♦ StronglyCorrelated–3

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-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:** ♦ StronglyCorrelated–3

♦ ModeratelyCorrelated–2

*[Signature]*

♦ WeaklyCorrelated-1

COURSE DESIGNER: **Dr.K.Saritha**

Forwarded By **Dr.M.Meenakumari**

*[Signature]*  
**Dr. M. MEENAKUMARI**, M.A., M.Sc., M.Phil., Ph.D.,  
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**III B.A**  
**SEMESTER–V**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	19S5CC9	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,

ty,

Theory of Suicide, Theory of Religion.

**TEXTBOOKS:**

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

**REFERENCE BOOKS:**

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

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT-1 AUGUSTE COMTE</b>				
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
<b>UNIT-2 HERBERT SPENCER</b>				
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
<b>UNIT-3 MAX WEBER</b>				
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
<b>UNIT-4 KARL MARX</b>				
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
<b>UNIT-5 EMILE DURKHEIM</b>				
5.1	Social Order	1	Lecture	Black Board
5.2	Social facts	2	Chalk & Talk	Black Board
5.3	Social Solidarity	3	Lecture	Black Board
5.4	Mechanical Solidarity	3	Lecture	Black Board
5.5	Organic Solidarity	3	Chalk & Talk	Black Board
5.6	Theory of Religion	3	Lecture	Black Board

## INTERNAL- UG

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

CIA	
Scholastic	35
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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	2	3	3

**Note:** ♦ Strongly Correlated–3

♦ Moderately Correlated–2

♦ Weakly Correlated–1

Mapping of COs with POs

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

Note:     ♦StronglyCorrelated–3                     ♦ModeratelyCorrelated–2

             ♦ WeaklyCorrelated-1

COURSEDESIGNER: 

Dr.M.Suganya

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III B.A  
SEMESTER-V

***Forthosewhojoinedin2019***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
UASC	19S5CC10	SOCIAL RESEARCH	5	4

UNIT I: SOCIAL RESEARCH

[15HRS]

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

[15HRS]

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

UNIT III: TOOLS OF SOCIAL INVESTIGATION

[15HRS]

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

[15HRS]

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

UNIT V: DATA PROCESSING AND REPORT WRITING

[15HRS]

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

TEXT BOOKS:

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

## REFERENCEBOOKS:

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 Selltitz [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
<b>UNIT-1 SOCIAL RESEARCH</b>				
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
<b>UNIT-2 RESEARCH DESIGN</b>				
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
<b>UNIT-3 TOOLS OF SOCIAL INVESTIGATION</b>				
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	Interviewschedule	1	Lecture	Black Board
3.6	constructingatool	1	Chalk &Talk	Black Board
3.7	Theartofinterviewing	1	Lecture	Black Board
3.8	Questionnaireandinterview	3	Chalk &Talk	Black Board
3.9	Contentanalysis	1	Lecture	Black Board
3.10	casestudy	1	Chalk &Talk	Black Board
3.11	socialsurvey	1	Lecture	Black Board
3.12	qualitativeandquantitative methods	2	Chalk &Talk	Black Board
<b>UNIT-4 SAMPLING</b>				
4.1	Meaning	5	Chalk &Talk	Black Board
4.2	Types:probabilityandnon- probability	5	Lecture	Black Board
4.3	SamplingErrors.	5	Chalk &Talk	Black Board
<b>UNIT-5 DATAPROCESSINGANDREPORTWRITING</b>				
5.1	CodingandClassificationof data	5	Lecture	Black Board
5.2	Reportwriting	5	Chalk &Talk	Black Board
5.3	MechanicsofReportwriting	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

## EVALUATIONPATTERN

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

### UGCIAComponents

				Nos			
<b>C1</b>	-	Test(CIA1)	1	-	10Mks		
<b>C2</b>	-	Test(CIA2)	1	-	10Mks		
<b>C3</b>	-	Assignment	1	-	5Mks		
<b>C4</b>	-	OpenBookTest/PPT	2*	-	5Mks		
<b>C5</b>	-	Quiz	2*	-	5Mks		
<b>C6</b>	-	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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	2	3
CO5	3	3	2	3	3

**Note:** ♦ Strongly Correlated–3

♦ Moderately Correlated–2

♦ Weakly Correlated–1

Mapping of COs with POs


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

**Note:**     ♦ Strongly Correlated-3                     ♦ Moderately Correlated-2

                 ♦ Weakly Correlated-1

COURSE DESIGNER: 

Dr.M.Suganya

  
**Forwarded By**  
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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	19S5CC11	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.

**UNITV: Support System of the Elderly****[15HRS]**

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.

**REFERENCEBOOK:**

1. Simon de Behavior, Old Age, Cox and Wyman Ltd. London, 1972.
2. S. Irudaya Rajan, U.S. Mishra and P. Sankarasarma, India's Elderly Burden or Challenge?, Sage Publications, New Delhi, 1999.
3. L. Thara Bhai, Aging Indian, Perspective Decent Books, New Delhi, 2002.
4. P.V. Ramamurti, Handbook of Indian Gerontology, D. Jamuna 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
<b>UNIT-1 INTRODUCTION TO SOCIAL GERONTOLOGY</b>				
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	AgeStratificationTheory	2	Chalk &Talk	BlackBoard
1.8	LabellingTheory	2	Discussi on	BlackBoard
1.9	Stressandcopingtheory	2	Lecture	BlackBoard
<b>UNIT-2 CHANGESDURINGOLDAGE</b>				
2.1	Physicalaging	2	Lecture	Black Board
2.2	wearandteartheory	1	Chalk &Talk	Black Board
2.3	changesinbodycomposition	3	Chalk &Talk	BlackBoard
2.4	organsystems	3	Lecture	BlackBoard
2.5	Psychologicalaging	3	Chalk &Talk	BlackBoard
2.6	changesinmemoryandlearning	3	Lecture	BlackBoard
<b>UNIT-3 SOCIALPROBLEMSAFFECTINGELDERS</b>				
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	EffectiveAdaptation	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	GoodLife(Lawton)	2	Chalk &Talk	Black Board

<b>UNIT-4      SOCIETY AND ELDERLY</b>				
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
<b>UNIT-5      SUPPORT SYSTEM OF THE ELDERLY</b>				
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.	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 %

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			
<b>C1</b>	-	Test(CIA1)	1	-	10Mks		
<b>C2</b>	-	Test(CIA2)	1	-	10Mks		
<b>C3</b>	-	Assignment	1	-	5Mks		
<b>C4</b>	-	OpenBookTest/PPT	2*	-	5Mks		
<b>C5</b>	-	Quiz	2*	-	5Mks		
<b>C6</b>	-	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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	2	3
CO5	3	3	2	3	2

Note:     ♦StronglyCorrelated–3                     ♦ModeratelyCorrelated–2

             ♦ WeaklyCorrelated-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:     ♦StronglyCorrelated–3                     ♦ModeratelyCorrelated–2

             ♦ WeaklyCorrelated-1

COURSE DESIGNER: Dr.K.Saritha

Forwarded By Dr.M.MEENAKUMARI

  
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### III B.A

#### SEMESTER -V

*(For those who joined in 2021 onwards)*

COURSE	PROGRAMM E CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
	UASC	21S5CC12	POLITICAL SOCIOLOGY	5	4

#### DESCRIPTION

This course aims to understand the sociological aspects of politics.

#### COURSE OBJECTIVE

To enable the student to understand the sociological perspectives on politics

To impart the knowledge and the skills of political structure and its functions in the country

#### UNIT I: INTRODUCTION TO POLITICAL SOCIOLOGY

**Political Sociology** : Definition, Nature and Emergence of Political Sociology Basic Concepts: Power, Authority, State, Civil Society, Bureaucracy,

#### UNIT II: - PERSPECTIVES ON POWER

**Perspectives on Power:** Weberian, Functionalist, Marxist Perspectives on State: Liberal, Marxist, Power-elite, Post-modernist New Political sociology

#### UNIT III: POLITICAL PARTIES

**Political parties:** characteristics and social composition. Pressure groups and Interest groups: characteristics and political significance. Elites, Ruling Classes and Masses,

#### UNIT IV: LOCAL STRUCTURES OF POWER

**Local structures of Power:** Varieties of local power structure, relationship with the wider political system. Local Self Government, Government-Governance

#### UNIT V: ROLE OF OTHER INSTITUTIONS



**Role of other Institutions:** Role of Religion, Caste and Regionalism in Indian Politics, Political Participation, State and Society in India

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

Panchayat Raj System

**Textbook(s)**

- 1. Eisenstadt, S.N. (Ed.). Political Sociology: A Reader. NY: Basic Books, 1971.
- 2. Gupta, D. Political Sociology in India: Contemporary Trends. Delhi: Orient Blackswan, 2004. 20

**Reference Book(s)**

- 1. Bendix, R. and S. M. Lipset (Eds.). Class, Status and Power. London: RKP, 1966.
- 2. Bhargava, R. Secularism and its Critics. New Delhi: OUP, 1999.
- 3. Bottomore, T. Elites and Society. Harmondsworth: Penguin, 1966.
- 4. Chakravarty, A. Contradiction and Change. Delhi: OUP, 1975.
- 5. Dahl, R. Who Governs? New Haven: Yale University P, 1961.
- 6. Desai, A.R. State and Society in India: Essays in Dissent. Bombay: Popular Publication, 2000
- 7. Gerth, H.H. and C.W. Mills (Eds.). From Max Weber: Essays in Sociology. London: RKP, 1948.
- 8. Key, V.O. Politics, Parties and Pressure Groups. NY: Crowell, 1964.
- 9. Kohli, A. India's Democracy: An Analysis of Changing State-Society Relations. Princeton: Princeton University P, 1990.
- 10. Kohli, A. The State and Poverty in India: The Politics of Reform. Cambridge: Cambridge University P, 1999.
- 11. Kothari, R. Caste in Indian Politics. Delhi: Orient Blackswan, 2008.
- 12. Laclau, E. Politics and Ideology in Marxist Theory. London: Verso, 2012. 13. Miller, D. On Nationality. Oxford: Clarendon Press, 1995.
- 14. Mills, C.W. The Power Elite. NY: OUP, 2000.
- 15. Nash, K. Contemporary Political Sociology. Massachusetts: Blackwell Publishers, 2000.
- 16. Robinson, M. S. Local Politics: the Law of the Fishes. Delhi: OUP, 1988.
- 17. Runciman, W.G. Social Science and Political Theory. Cambridge: CUP, 1969.
- 18. Taylor, G. The New Political Sociology: Power, Ideology and Identity in an Age of Complexity. London: Palgrave Macmillan, 2010.
- 19. Vora, R. and S. Palshikar (Ed.) Indian Democracy, Delhi: Sage, 2004. 20. Weber, M. Economy and Society. Berkeley: University of California P, 1978.

**Digital Open Educational Resources (DOER) :**

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 POLITICAL SOCIOLOGY</b>				
1.1	Definition, Nature of Political Sociology	4	Chalk & Talk	Black Board
1.2	Emergence of Political Sociology	4	Chalk & Talk	PPT & White board
1.3	Basic Concepts: Power and Authority,	3	Lecture	PPT & White board
1.4	Basic Concepts - State,	3	Lecture	Black Board
1.5	Basic Concepts- Civil Society, Bureaucracy,	4	Lecture	Black Board
<b>UNIT -2 PERSPECTIVES ON POWER</b>				
2.1	Weberian - Functionalist,	4	Chalk & Talk	Black Board
2.2	Marxist Perspectives on State: Liberal,	6	Chalk & Talk	PPT & White board
2.3	Marxist, Power-elite,	4	Lecture	PPT & White board
2.4	Post-modernist New Political sociology	4	Chalk &Talk	Black Board
<b>UNIT -3 POLITICAL PARTIES</b>				
3.1	Characteristics and social composition.	5	Chalk & Talk	Black Board
3.2	Pressure groups and Interest groups:	4	Chalk & Talk	PPT & White board
3.3	Characteristics and political significance	5	Lecture	PPT & White board
3.4	Elites	4	Chalk & Talk	Black Board
3.5	Ruling Classes and Masses,	4	Chalk & Talk	PPT & White board
<b>UNIT -4 LOCAL STRUCTURES OF POWER</b>				

4.1	Varieties of local power structure,	4	Chalk & Talk	Black Board
4.2	Relationship with the wider political system.,	5	Chalk & Talk	Black Board
4.3	Local Self- Government	4	Chalk & Talk	PPT & White board
4.4	Government-Governance	4	Chalk & Talk	Black Board
<b>UNIT -5 ROLE OF OTHER INSTITUTIONS</b>				
5.1	Role of Religion,	5	Chalk & Talk	Black Board
5.2	Caste and Regionalism in Indian Politics,	4	Chalk & Talk	PPT & White board
5.3	Political Participation,	4	Lecture	PPT & White board
5.4	State and Society in India	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/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

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

## EVALUATION PATTERN

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

### UG CIA Components

#### Nos

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

### End Semester - UG

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the nature and emergence of political sociology.	K1	PSO1& PSO2
CO 2	Describe the perspectives on political system	K1, K2,	PSO3
CO 3	Estimate the characteristics of political parties in India	K1 & K3	PSO5
CO 4	Examine the Impact of local power structures on government.	K1, K2, K3 &	PSO3
CO 5	Analyze the role of other social institutions on politics in India.	K2 & K4	PSO3

### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3

<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

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


### Mapping of COs with POs

<b>O/ SO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>O1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>O2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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

**COURSE DESIGNER:Mrs. K. Saritha**

**Forwarded By  
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**Dr. M. MEENAKUMARI**, M.A., M.Sc., M.Phil., Ph.D.,  
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III B.A  
SEMESTER-V

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HR S/W E 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**

[15HRS]

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



UNIT IV: POPULATION THEORY

[15HRS]

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

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

India's Population Policy, India's Family Welfare Programme, Family Welfare Methods. Causes of population growth, changing trends.

TEXTBOOK:

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

REFERENCE BOOKS:

- 1. Raj Hans, Fundamentals of Demography, Surjeet Publications, New Delhi, (1990).
- 2. Srinivasan R. and Mukaharjee, Dynamics of Population and Family Welfare, Himalaya Publishing House, Mumbai. (1993).
- 3. Warren Thompson, Lewis David, Population problems, Tata McGraw Hill Publishing Company Ltd. New Delhi. (1994).
- 4. David N. Heer, Society and Population, Prentice Hall of India Private Ltd, New Delhi. (1994).
- 5. M.M. Krishna Reddy, Population and Society in India, Kamishka Publishers Distributors, Delhi, (1998).
- 6. Satish Tiwari Indian population Today and Tomorrow Rawat Publications, Delhi, (1999).
- 7. Ashish Bose, 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
<b>UNIT-2 SOURCESOFDEMOGRAPHICDATA</b>				
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	NationalSamplesurvey	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
<b>UNIT-3 DEMOGRAPHICPROCESSES</b>				
3.1	Fertilizationprocess	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
<b>UNIT-4POPULATIONTHEORY</b>				
4.1	PopulationTheory	1	Lecture	Black Board
4.2	Pre-Malthusian	2	Chalk &Talk	Black Board
4.3	MalthusianTheory	3	Lecture	Black Board
4.4	OptimumTheory	3	Chalk &Talk	Black Board
4.5	Theory of Demographic Transition	3	Lecture	Black Board
4.6	ManagementControlMechanism	3	Chalk &Talk	Black Board
<b>UNIT-5POPULATIONISSUESANDPOPULATIONPOLICYININDIA</b>				
5.1	India'sPopulationPolicy	3	Lecture	Black Board
5.2	India'sFamilywelfareprogramme	4	Chalk &Talk	Black Board
5.3	Causesofpopulationgrowth	4	Lecture	Black Board
5.4	Changingtrends	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.	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			
<b>C1</b>	-	Test(CIA1)	1	-	10Mks		
<b>C2</b>	-	Test(CIA2)	1	-	10Mks		
<b>C3</b>	-	Assignment	1	-	5Mks		
<b>C4</b>	-	OpenBookTest/PPT	2*	-	5Mks		
<b>C5</b>	-	Quiz	2*	-	5Mks		
<b>C6</b>	-	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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	2	3
CO5	3	3	2	3	3

Note:     ♦ Strongly Correlated – 3                     ♦ Moderately Correlated – 2

             ♦ Weakly Correlated – 1

Mapping of COs with POs

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

Note:     ♦ Strongly Correlated – 3                     ♦ Moderately Correlated – 2

             ♦ Weakly Correlated – 1

COURSE DESIGNER:

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III B.A  
SEMESTER-V

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HR S/ W E 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.

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

Health planning and Management – Definition – Health planning in India –  
World Health Organization and Health Management.

**Text Book:**

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

**Reference Books:**

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

**COURSE CONTENTS & LECTURE SCHEDULE:**

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



2.1	Dimensionsof health	5	Lecture	Black Board
2.2	DeterminantsofHealth	5	Chalk&Talk	Black Board
2.3	Indicators of Positive Health	5	Lecture	Black Board
<b>UNIT-3 SocialOrganizationandHealth</b>				
3.1	SocialOrganizationand Health	5	Lecture	Black Board
3.2	FamilyandHealth	5	Chalk&Talk	Black Board
3.3	Cultural factors and Health	5	Lecture	Black Board
<b>UNIT-4 HealthEducation</b>				
4.1	Definition	5	Chalk&Talk	Black Board
4.2	Approaches to health education	5	Lecture	Black Board
4.3	ContentsofHealth Education.	5	Chalk&Talk	Black Board
<b>UNIT-5 HealthplanningandManagement</b>				
5.1	Management–Definition	1	Lecture	Black Board
5.2	HealthplanninginIndia	3	Chalk&Talk	Black Board
5.3	WorldHealth organization	3	Lecture	Black Board
5.4	HealthManagement	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 Assessme nt
	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			
<b>C1</b>	-	Test(CIA1)	1	-	10Mks		
<b>C2</b>	-	Test(CIA2)	1	-	10Mks		
<b>C3</b>	-	Assignment	1	-	5Mks		
<b>C4</b>	-	OpenBookTest/PPT	2*	-	5Mks		
<b>C5</b>	-	Quiz	2*	-	5Mks		
<b>C6</b>	-	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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	2	3	2	3
CO4	3	2	3	3	3
CO5	3	3	3	2	3

Note:     ♦ Strongly Correlated – 3                     ♦ Moderately Correlated – 2

             ♦ Weakly Correlated – 1

Mapping of COs with POs

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


Note:     ♦ Strongly Correlated – 3                     ♦ Moderately Correlated – 2

             ♦ Weakly Correlated – 1

COURSE DESIGNER:   
Dr. M. Meenakumari

Dr. Jacintha Josephine Julie

forwarded By Dr. M. MEENAKUMARI

  
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**II B.A**  
**SEMESTER–III**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	21S5SB3	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. EthanWatrallandNorbertHerber,Flash8Savvy,WileyDreamtech India (P) Ltd, New Delhi, 2006. (Unit IV, V-Chapter 1, 4, 6).
4. JohnVillamil,CasanovaLousMolina–“Multimediaproduction-PlanningandDelivery”-PHI.

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 INTRODUCTION TO MULTIMEDIA AND MULTIMEDIA SOFTWARE</b>				
1.1	Introduction –Definition, Multimedia Usage –Business, schools,homeandpublicplaces	2	Chalk &Talk	Black Board
1.2	Basic Tools-Text editing and wordprocessing, OCRSoftware, 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
<b>UNIT-2 MULTIMEDIA BUILDING BLOCKS</b>				
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 DigitalAudio,Images–Making Still Images – Color – Imagefile formats – Animation -	2	Lecture	Black Board
2.4	The power of Motion – Principles of Animation – Animation by computer–MakingAnimations thatwork.	1	Lecture	Black Board

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



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

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	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 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	Analyze the importance of flash.	K1,K2,K3&	PSO3
CO5	Examine the tools in creating animations	K2&K4	PSO5

### Mapping COs Consistency with PSOs

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

**Note:** ♦ Strongly Correlated–3

♦ 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:     ♦StronglyCorrelated–3                     ♦ModeratelyCorrelated–2

                 ♦WeaklyCorrelated-1

COURSEDESIGNER:

Dr.M.Suganya

ForwardedBy Dr.M.Meenakumari

  
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**III B.A**  
**SEMESTER–V**

*Forthosewhojoinedin2019onwards*

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 on self and emphasizes 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]

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
<b>UNIT-1 The acceptance of feeling</b>				
1.1	awakening self-acceptance	3	Chalk & Talk	Black Board
1.2	integrative processing	3	Lecture	Black Board
<b>UNIT-2 Feeling through the body</b>				
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	pranichealing	2	Lecture	Black Board
<b>UNIT-3      Sexuality</b>				
3.1	Sexuality-Meaning	1	Chalk &Talk	Black Board
3.2	sexualityandprejudice	1	Lecture	Black Board
3.3	mythandrealtyoflove	1	Chalk &Talk	Black Board
3.4	sexeducation	1	Lecture	Black Board
3.5	abusivelove,sexualaddiction	1	Chalk &Talk	Black Board
3.6	sexualfantasies,victimlesssex	1	Lecture	Black Board
<b>UNIT-4      AwarenessandAcceptance</b>				
4.1	Focusonthe present	1	Chalk &Talk	Black Board
4.2	identifythe dualisticpattern	1	Lecture	Black Board
4.3	acceptyourself	1	Chalk &Talk	Black Board
4.4	acceptyourfeelings	2	Lecture	Black Board
4.5	acceptyoureexternal	1	Chalk &Talk	Black Board
<b>UNIT-5      PracticalExercises</b>				
5.1	TheTherapeuticEncounter 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

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 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 O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

**Note:** ♦ Strongly Correlated-3

♦ Moderately Correlated-2

♦ Weakly Correlated-1

Mapping of COs with Pos

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

**Note:**     ♦ Strongly Correlated–3                     ♦ Moderately Correlated–2

                 ♦ Weakly Correlated–1

COURSE DESIGNER: *M.S.*

Dr.M.Suganya

Forwarded By Dr.M.Meenakumari

*M.M.*  
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III B.A  
SEMESTER-VI

***Forthosewhojoinedin2019onwards***

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
UASC	19S6CC13	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 Schütz &

H. Garfinkel

[20 HRS]

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

#### UNIT V: Michel Foucault & Jacques Derrida

[15 HRS]

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

TEXTBOOKS:

- 1. M.FranisAbraham,ModernSociologicaltheory,OxfordUniversityPress,(2008)
- 2. TurnerH. Jonathan,TheStructureofSociologicalTheory,RawatPublication,Jaipur,(2001).

REFERENCEBOOKS:

- 1. AbrahamFrancis&MorganJohnHenry,SociologicalThoughtfromComtetoSoro kin,MacmillanIndia Ltd, Madras,(1985).
- 2. ShrivastawaR.S,TraditionsinSociologicalTheory,RawatPublication,Jaipur,(1991).
- 3. DonMartindale,TheNatureandTypesofSociologicalTheory,RawatPublication,Jai pur, (2001).
- 4. BertN.AdamsandR.ASydie,SociologicalTheoryVistaarPublicationsNew Delhi– (2002).
- 5. CharlesLemert,RawatSocialTheory,TheMulticulturalandClassicReadings, Rawat Publications, Jaipur and New Delhi– (2004).
- 6. PipJones,IntroductiontoSocialtheory,AtlanticPublisherandDistributors,New Delhi – (2005).
- 7. TimDelaney,ContemporarySocialTheory,DorlingKindersleyPvt.Ltd,NewDelhi,(2008).
- 8. LowisACoser,MastersofSociologicalThought,2<sup>nd</sup> Edition,2012,RawatPu blication [ISBN-9788131605165]

COURSECONTENTS&LECTURESCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-1 TALCOTTPARSONS&R.K.MERTON				
1.1	TalcottParsons	4	Chalk &Talk	Black Board
1.2	PatternVariables	2	Chalk &Talk	LCD
1.3	Systemanalysis	2	Lecture	PPT& White board
1.4	AGILModel	2	Lecture	Black Board

1.5	R.K.Merton	4	Lecture	Black Board
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1.6	LatentandManifestFunctions	2	Discussion	Black Board
1.7	Referencegroup	2	Chalk &Talk	Black Board
1.8	SocialstructureandAnomie	2	Chalk &Talk	Black Board
<b>UNIT-2 BLUMER&amp;PETERMBLAU</b>				
2.1	Blumer	4	Lecture	LCD
2.2	SymbolicInteractionism	2	Chalk &Talk	PPT& White board
2.3	PeterMBlau	4	Chalk &Talk	Black Board
2.4	Exchangeprinciples	2	Chalk &Talk	PPT& White board
2.5	ElementarysystemsofExchange	4	Lecture	Black Board
2.6	The organizational basis of Society	4	Chalk &Talk	Black Board
3.1	Althuseer's	7	Lecture	PPT& White board
3.2	TheoryofIdeology	7	Chalk& Talk	Black Board
3.3	Gramsi'sContributions	6	Chalk& Talk	Black Board
<b>UNIT-4ALFREDSCHULTZ&amp; H.GARFINKLE</b>				
4.1	Reductionism	4	Chalk &Talk	PPT& White board

4.2	AlfredSchutz	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
<b>UNIT-5MICHALFOCAULT&amp;JACQUESDERRIDA</b>				
5.1	MichalFocault	3	Chalk &Talk	PPT& White board
5.2	TheoryofPowerand Knowledge	3	Chalk &Talk	Black Board
5.3	Lifeworld	2	Lecture	Black Board
5.4	JacquesDerrida	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

## UGCIAComponents

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

## COURSEOUTCOMES

Onthesuccessfulcompletionofthecourse,studentswillbeableto:

NO.	COURSEOUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
<b>CO1</b>	Identifytheprincipallinesinthe development of modern sociologicaltheory	K1	PSO1
<b>CO2</b>	Interpretthmeaningofcentral concepts and theories in modern sociological theory	K2	PSO2
<b>CO3</b>	Apply the relevant parts of modern sociological theory to analyzesocialphenomena	K3	PSO5
<b>CO4</b>	Correlate sociological theories and the connection between present societies	K4	PSO4
<b>CO5</b>	Analyze the present political system connected with contemporarytheories	K4	PSO3

Mapping COs Consistency with PSOs

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

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


Mapping of COs with POs

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

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

COURSE DESIGNER:

Dr.K.SARITHA

  
Dr. M. MEENAKUMARI, M.A., M.S., M.Phil., Ph.D.,  
Assistant Professor & Head,  
Department of Sociology and Social Work  
FATIMA COLLEGE, MADURAI  
Tamilnadu - 625 016

For  
warded By  
Dr.M.MEE  
NAKUMAR

## SEMESTER-VI

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDITS
UASC	19S6CC14	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
<b>UNIT-1 INTRODUCTION TO SOCIAL PSYCHOLOGY</b>				
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
<b>UNIT-2 SOCIAL COGNITION</b>				
1.6	Social Cognition Meaning,	3	Lecture	Black

	definition			Board
1.7	MentalShortCutsHeuristics	3	Lecture	Black Board
1.8	Primingand anchoring	3	Discussion	Black Board
2.1	DeterminantsofSocial Cognition	3	Lecture	Black Board
2.2	CognitiveChanges	3	Chalk &Talk	Black Board
<b>UNIT-3ATTITUDES</b>				
3.1	Characteristics	5	Lecture	Black Board
3.2	Formation	5	Lecture	Black Board
3.3	Attitudinalchange	5	Discussion	Black Board
<b>UNIT-4PREJUDICEANDSTEREOTYPE</b>				
4.1	Characteristicsofprejudice	3	Lecture	Black Board
4.2	Maintenanceofprejudice	3	Lecture	Black Board
4.3	Stereotype	3	Discussion	Black Board
4.4	Meaningandtypes-	3	Lecture	Black Board
4.5	Positive,negativeandmixed	3	Chalk &Talk	Black Board
<b>UNIT-5PUBLICOPINIONANDPROPAGANDA</b>				
5.1	Meaning	3	Lecture	Black Board
5.2	Characteristics	3	Lecture	Black Board

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

### INTERNAL- UG

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	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 %

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			
<b>C1</b>	-	Theory Test (CIA1)	1	-	10Mks		
<b>C2</b>	-	Practical Test (CIA2)	1	-	10Mks		
<b>C3</b>	-	Assignment	1	-	5Mks		
<b>C4</b>	-	Open Book Test/PPT	2*	-	5Mks		
<b>C5</b>	-	Quiz	2*	-	5Mks		
<b>C6</b>	-	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
<b>CO1</b>	Identify the significance of understanding human psychology	K1	PSO1&PSO2
<b>CO2</b>	Discuss the social cognition and cognitive changes	K2	PSO3
<b>CO3</b>	Estimate the nature, formation and changes of attitude	K3	PSO5
<b>CO4</b>	Examine the nature and classification of prejudice and stereotype	K4	PSO4



<b>CO5</b>	Categorizethenature,formationandprinciplesofpublicopinion	<b>K4</b>	<b>PSO5</b>
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### **MappingCOsConsistencywithPSOs**

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

**Note:** ♦ StronglyCorrelated–3

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

### **Mappingof COs withPOs**

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:** ♦ StronglyCorrelated–3

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

COURSEDESIGNER:

**Dr.M.MEENAKUMARIForwarded**

**By**

**Dr.M.MEENAKUMARI**

  
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**III B.A**  
**SEMESTER –VI**

*For those who joined in 2021 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	21S6CC15	INDIAN SOCIOLOGICAL THINKERS	6	4

**COURSE DESCRIPTION**

This course is designed to provide the knowledge on the sociological thinkers in India.

**COURSE OBJECTIVES**

To develop an understanding of sociological thinkers in India

To gain knowledge on Indian sociological theories with the deeper understanding of Indian sociological perspectives by Indian Sociological thinkers

**UNIT -I INTRODUCTION TO INDIAN SOCIOLOGY**

Development of Sociology in India – Perspective of Indian Sociology: Indological, Structural Functionalism,

**UNIT -II-G.S.GHURYE**

G.S. Ghurye: Concept of Caste. Caste and Race- Caste and Kinship, Culture And Civilization. National Unity And Integration.

**UNIT -III R.K.MUKERJEE & D.P.MUKERJEE**

**Radha Kamal Mukerjee:** Theory of Social Values; Theory of Social Science

Concepts of Universalization, Social Ecology.

**D.P. Mukherjee:** Tradition and Change - Dialectics of Traditions; Development of Art and Literature

**UNIT -IV A.R.DESAI**

**A. R. Desai:** The State- Concept of Nationalism, Peasant Struggles, Social background of Indian Nationalism, Village structure

**UNIT -V M.N. SRINIVAS & YOGENDRA SINGH**

**M.N. Srinivas:** Concept of Dominant Caste; Concept of Westernization and Secularization, Caste Mobility.

**Yogendra Singh:** Tradition and Modernization.

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only)**

Sanskritisation

**REFERENCES:**

**TEXT BOOK**

1. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi : Thomson Press)

**REFERENCE BOOK:**

Singh, Yogendra. 1986. Indian Sociology: Social Conditioning and Emerging trends. New Delhi: Vistaar.

Srinivas, M.N., 1991, Indian: Social Structure, Hindustan Publishing Corporation, Delhi.

Srinivas, M.N., 1998, Social Change: In Modern India, Orient Longman.

Ghurye, G.S., Caste and Class in India, Bombay, 1957, Indina Sadus, Bombay, 1958.

Desai, A.R. 1982, The Social Background of Indian Nationalism, Popular Prakashan, Bombay.

Avasthi, Abha, 1997, Social and Cultural Diversities, Rawat Publications.

Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi : Thomson Press)

Nagla, B.K. (2008), Indian Sociological Thought, Rawat Publications, New Delhi

9. G. S. Ghurye Caste, Class and Occupation
10. G. S. Ghurye Caste and Race in India
11. M. N. Shrinivas Social Change in Modern India
12. A. R. Desai Rural Sociology in India
13. Radhakamal Mukarjee Indian Culture and Civilization
14. Radhakamal Mukarjee Personality, Society and Values

15. Radhakamal Mukarjee Social Ecology

**Digital Open Educational Resources (DOER):**

1. <https://ncert.nic.in/ncerts/l/kesy205.pdf>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 DEVELOPMENT OF SOCIOLOGY IN INDIA</b>				
1.1	Introduction to - Development of Sociology in India	2	Chalk & Talk	Black Board
1.2	Perspective of Indian Sociology: Indological Perspective	2	Chalk & Talk	LCD
1.3	Perspective of Indian Sociology: Structural Functionalism,	2	Lecture	PPT & White board
<b>UNIT -2 G S GHURYE</b>				
2.1	Concept of Caste.	1	Lecture	Black Board
2.2	Caste and Race- Caste and Kinship,	2	Chalk & Talk	Black Board
2.3	Culture And Civilization	2	Lecture	Black Board
2.4	National Unity And Integration.	1	Lecture	Black Board
<b>UNIT -3 R K MUKERJEE, D.P. MUKHERJEE</b>				
3.1	Theory of Social Values; Theory of Social Science  Concepts of Universalization, Social Ecology.	2	Chalk & Talk	Black Board
3.2	Tradition and Change - Dialectics of Traditions;	2	Chalk & Talk	Black Board
3.3	Development of Art and Literature	2	Chalk & Talk	Black Board
<b>UNIT -4 A.R.DESAI</b>				

4.1	The State- Concept of Nationalism	2	Chalk & Talk	Black Board
4.2	Social background of Indian Nationalism,	2	Chalk & Talk	LCD
4.3	Peasant Struggles, Village structure	2	Chalk & Talk	Black Board
<b>UNIT -5 M.N.SRINIVAS, YOGENDRA SINGH</b>				
5.1	Concept of Dominant Caste; Caste Mobility.	1	Chalk & Talk	Black Board
5.2	Concept of Westernization and Secularization,	1	Chalk & Talk	LCD
5.3	Tradition and Modernization.	4	Lecture	PPT & White board

### INTERNAL - UG

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

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

### UG CIA Components

#### Nos

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

### End Semester - UG

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %

K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Describe the historical and cultural contexts in Indian sociological theories were developed.	K1	PSO1& PSO2
CO 2	Discuss social, political, economic structures of society.	K1, K2,	PSO3
CO 3	Identify the structure and functions of Indian society	K1 & K3	PSO5
CO 4	Classify the major Indian sociological perspectives	K1, K2, K3 &	PSO3
CO 5	Analyze Indian sociological theories in social research	K4	PSO5

### Mapping COs Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	2	3	3
CO 2	3	3	2	3	3	3
CO 3	3	2	3	2	3	3
CO 4	3	2	2	3	3	3

<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
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**Note:** ♦ Strongly Correlated – **3**      ♦ Moderately Correlated – **2**      ♦ Weakly Correlated – **1**

### Mapping of COs with POs

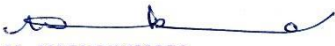
<b>O/ SO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>O1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>O2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>O5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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

### COURSE DESIGNER:

**1. Dr. K.Saritha**

**Forwarded By**  
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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.

UNITII: **SCHOOLS OF CRIMINOLOGY** [15HRS]

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

UNITIII: **PAROLE AND PROBATION:** [15HRS]

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
<b>UNIT-1 NATURE AND SCOPE OF CRIMINOLOGY</b>				
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
<b>UNIT-2 SCHOOLS OF CRIMINOLOGY</b>				
2.1	Pre-Classical School	2	Discussion	Black

				Board
2.2	ClassicalSchool	2	Lecture	Black Board
2.3	Neo-Classicalschoool	2	Discussion	Black Board
2.4	PositiveSchool	4	Lecture	Black Board
2.5	SociologicalTheoryof CriminalBehaviour	5	Discussion	Black Board
<b>UNIT-3 PAROLEANDPROBATION</b>				
3.1	<b>Parole(SelfStudy)</b>	1	Lecture	Black Board
3.2	Meaning	1	Chalk&Talk	Black Board
3.3	FunctionsofParoleBoard	3	Chalk&Talk	Black Board
3.4	ConditionsofParole	2	Lecture	Black Board
3.5	Probation	1	Chalk&Talk	Black Board
3.6	ProcedureforProbation	4	Lecture	Black Board
3.7	RoleofProbationOfficers	3	Chalk&Talk	Black Board
<b>UNIT-4 POLICESYSTEMANDJUDICIALSYSTEM</b>				
4.1	Police	2	Lecture	Black Board
4.2	OriginofPoliceSystem	2	Chalk&Talk	Black Board
4.3	PrinciplesofPolicing	2	Lecture	Black Board
4.4	FunctionsofPolice	3	Chalk&Talk	Black

				Board
4.5	ProblemsofPoliceSystem	2	Lecture	Black Board
4.5	JudicialSystem	2	Chalk&Talk	Black Board
4.6	Differenttypesofcourt	2	Lecture	Black Board
<b>UNIT-5CRIMEPREVENTION</b>				
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	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 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

♦ Moderately Correlated-2

♦ Weakly Correlated-1

Mapping of COs with Pos


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

**Note:**     ♦ Strongly Correlated–3                     ♦ Moderately Correlated–2

                 ♦ Weakly Correlated–1

COURSE DESIGNER: 

Dr.K.Saritha

  
Forw  
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Dr.M.Me  
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III B.A  
SEMESTER-VI

*Forthosewhojoinedin2019onwards*

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

#### COURSE DESCRIPTION

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

#### COURSE OBJECTIVES

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

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

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

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

Folk culture, Folk media, Popular culture, Popular media Alternate media. **UNIT**

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

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

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

Cyber Crime - Media and Law- Media and Economics, Media and Management

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

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
<b>UNIT-1 INTRODUCTION TO MASS MEDIA</b>				
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	Printingandpublications	3	Lecture	PPT& White board
1.4	Electronicmedia	3	Lecture	Black Board
1.5	RadioTelevision	2	Lecture	Black Board
1.6	Cyberspace	3	Discussion	Black Board
1.7	VirtualCommunication	2	Discussion	Black Board
<b>UNIT-2                      CULTUREANDMEDIA</b>				
2.1	Folkculture	4	Lecture	Black Board
2.2	Folkmedia	4	Chalk &Talk	Black Board
2.3	Popularculture	3	Lecture	Black Board
2.4	PopularmediaAlternatemedi	4	Chalk &Talk	LCD
<b>UNIT-3                      SOCIOLOGICALPERSPECTIVEOFMASSMEDIA</b>				
3.1	Functionalistperspective	4	Chalk &Talk	Black Board
3.2	Feministperspective	3	Chalk &Talk	LCD
3.3	Psychoanalyticalperspective	4	Lecture	PPT& White board
3.4	Marxistperspective	4	Lecture	Black Board
<b>UNIT-4                      MEDIAREGULATION</b>				
4.1	CyberCrime	4	Chalk&	Black

			Talk	Board
4.2	MediaandLaw	4	Chalk &Talk	LCD
4.3	MediaandEconomics	4	Lecture	PPT& White board
4.4	MediaandManagement	3	Lecture	Black Board
<b>UNIT-5      IMPACTOFMEDIAONSOCIETY</b>				
5.1	Impact of media in developingsocieties	2	Chalk&Talk	Black Board
5.2	Technology	2	Chalk&Talk	LCD
5.3	Creativity andissues	2	Lecture	PPT& White board
5.4	Consumerism	2	Lecture	Black Board
5.5	women'sproblemchildren's problems	2	Lecture	Black Board

### INTERNAL- UG

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assig n ment  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	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:** ♦StronglyCorrelated–3

♦ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

### **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


♦ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

COURSEDESIGNER:

  
**Dr.M.Meenakumari**

**Dr.ShapnaYasmin**

  
**Forwarded By**  
**Dr.M.Meena**  
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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 student 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. BergeE.E.1962.*UrbanSociology*,NewYork:FreePress.
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 UrbanDevelopment*, New Delhi: Manohar.
4. David A.Karp, Gregory P.Stone, William C. Yoels, 1991. *Being Urban: A Sociology of Urban Life*, London: Praeger.
5. RaoM.S.A.1974.*UrbanSociologyinIndia*,NewDelhi:OrientLongman.
6. Shrivastava,A.K.1989.*Urbanization:Concept&Growth*,NewDelhi: H.K.Publishers.
7. SimonParker,2004.*Urban Theoryand the Urban Experience: Encountering the City*, London: Routledge.
8. Wilson R.A, and Schlutz David, 1978. *Urban Sociology*, London: Prentice Hall

**COURSECONTENTS&LECTURESCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT-1 INTRODUCTIONTOURBANSOCIOLOGY</b>				
1.1	Meaning	1	Chalk&Talk	BlackBoard
1.2	Origin	1	Chalk&Talk	LCD
1.3	Natureandscope	4	Lecture	PPT&White board
1.4	Importance of the study of Urban Sociology in India	1	Lecture	BlackBoard
<b>UNIT-2 APPROACHES</b>				
2.1	TheCity	3	Discussion	BlackBoard
2.2	Urbanization	3	Discussion	BlackBoard

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	Corporationand Neighborhood	2	Chalk&Talk	LCD
2.8	SmartCity	2	Lecture	PPT&White board
<b>UNIT-3PROCESSOFURBANIZATIONININDIA</b>				
3.1	Growth of Urban Population in India	4	Chalk&Talk	BlackBoard
3.2	EmergenceofCities	4	Chalk&Talk	LCD
3.3	Causes and Consequencesof Urbanization	4	Lecture	PPT&White board
3.4	Urban PlanningandManagement	4	Lecture	BlackBoard
3.5	Development	4	Chalk&Talk	BlackBoard
<b>UNIT-4URBANSOCIALSTRUCTURE</b>				
4.1	<b>Urbanfamily(SelfStudy)</b>	3	Lecture	BlackBoard
4.2	urbansocialstratification	4	Chalk&Talk	BlackBoard
4.3	Casteand Class	4	Chalk&Talk	BlackBoard
4.4	OccupationalDivisions	3	Chalk&Talk	LCD
<b>UNIT-5URBANPROBLEMS</b>				
5.1	UrbanCrimes	3	Lecture	BlackBoard
5.2	UrbanSlum	3	Chalk&Talk	BlackBoard
5.3	UrbanHealthIssues	2	Chalk&Talk	BlackBoard
5.4	Urban Poverty Urban Pollution	2	Chalk&Talk	LCD

## INTERNAL- UG

	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assessme nt
Levels	T1	T2	Quiz	Assig n 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
CO1	Recall the changing pattern of urban sociology	K1	PSO1&PSO2
CO2	Summarize the basic concepts of urbanization	K2	PSO3
CO3	Discover the factors and conditions that lead to city development	K3	PSO5
CO4	Apply models of urban development to specific areas	K4	PSO4
CO5	Contrast the problems and challenges of urban slums	K4	PSO5

Mapping COs Consistency with PSOs

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

**Note:**     ♦ Strongly Correlated–3                     ♦ Moderately Correlated–2

                 ♦ Weakly Correlated–1

Mapping of COs with Pos

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

**Note:**     ♦ Strongly Correlated–3                     ♦ Moderately Correlated–2

                 ♦ Weakly Correlated–1

COURSE DESIGNER:

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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. GisbertPascal,Fundamentals ofIndustrialSociology,TataMc.GrawHill Publishing Co., New Delhi, 1972.

REFERENCEBOOKS:

1. SchneiderEngeno.V,IndustrialSociology,2ndEdition,Mc.GrawHill Publishing Co., New Delhi, 1979.

2. Mamoria.C.B.andMamoria.S,Dynamics ofIndustrialRelationsInIndia.

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

4. TYAGI,B.P.,LabourEconomicsandSocialWelfare,JaiPrakashnathand Co., Meerut, 1980.

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

COURSE CONTENTS&LECTURE SCHEDULE:

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

2.2	Types of Productive Systems	3	Chalk &Talk	BlackBoard
2.3	The Manorial or Feudal system	2	Chalk &Talk	LCD
2.4	Theguildsystem	2	Lecture	BlackBoard
2.5		2	Lecture	BlackBoard
2.6	Thefactorysystem	2	Lecture	BlackBoard
2.7	Characteristics of the factory system	3	Discussi on	BlackBoard
2.8	labourstructure	3	Chalk &Talk	LCD
<b>UNIT-3 INDUSTRIALORGANISATION</b>				
3.1	Formal and Informal Organisations	4	Chalk &Talk	LCD
3.2	Thestructureandfeatures offormalOrganisation	4	Lecture	BlackBoard
3.3	Pre-requisitesofIndustrial Organisation	4	Lecture	BlackBoard
3.4	PrinciplesofOraganisation	4	Lecture	BlackBoard
3.5	TypeofInformalGroup	4	Discussi on	BlackBoard
<b>UNIT-4 INDUSTRIALMANAGEMENT</b>				
4.1	TheManagerialStructure	1	Chalk &Talk	LCD
4.2	Line and Staff Organizations	2	Lecture	BlackBoard
4.3	FunctionsofLineandStaff	2	Lecture	BlackBoard
4.4	Supervisors	2	Lecture	BlackBoard
4.5	WhitecollarWorkers	2	Discussi on	BlackBoard
4.6	BluecollarWorkers	2	Chalk &Talk	LCD



4.7	Knowledgeworkers	2	Lecture	BlackBoard
4.8	Artificialintelligence	2	Lecture	BlackBoard
<b>UNIT-5 INDUSTRIALDISPUTES</b>				
5.1	Meaning	1	Chalk &Talk	LCD
5.2	Forms:StrikeandLock-out	2	Lecture	BlackBoard
5.3	TypesofStrike	1	Lecture	BlackBoard
5.4	Causes of Industrial Disputes(withreferenceto India)	2	Lecture	BlackBoard
5.5	tradeunion	2	Discussi on	BlackBoard
5.6	declineoftradeunions	2	Chalk &Talk	LCD

### INTERNAL- UG

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

CIA	
Scholastic	35
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 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	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.ShapnaYasmin

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### III B.A

#### SEMESTER – VI

*(For those who joined in 2020 onwards)*

#### COURSE DESCRIPTION

This  
aims to

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	HRS/ WEEK	CREDIT S
UASC	21S6SB5	SKILLS IN DISASTER MANAGEMENT	2	2

course

understand the skills of disaster management, prevention and preparedness for disaster situations, through response and recovery from disaster events.

#### COURSE OBJECTIVE

To provide basic conceptual understanding of disasters and its types in relation to development.

To understand the Rehabilitation and Reconstruction measures of the disaster in the life of the people.

#### UNIT I: Introduction to Disaster Management

(5 HRS)

Meaning, Nature, Importance, Dimensions & Scope of Disaster Management. Hazard, Risk, Vulnerability, Disaster Management Cycle.

#### UNIT II: - Types of Disaster

(5 HRS)

Meaning and Nature of Natural disasters, Types of Natural disasters, Man Made Disasters - Meaning, Nature and its types.

#### UNIT III: Disaster Preparedness and Response

(7HRS)

. Disaster Preparedness: Concept and Significance, Disaster preparedness with special needs/ vulnerable groups, Essential Components of Disaster Response, Disaster Response Plan, Resource Management-Financial, Medical and Human.

#### UNIT IV: Risk Assessment & Reduction

(8HRS)

Risk Analysis Techniques; Process of Risk assessment, Natural hazard/ Risk Assessment, Understanding Climate risk, Decision Making for Risk Reduction, Problems in Risk Assessment

#### UNIT V: Disaster Managing Skills

(5HRS)

Counselling, Relief Counselling, Grief Counselling, Bereavement

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

Current Rehabilitation measures implemented by Government for Disaster Management

**Textbook(s)**

1. Ross, M.G , Community Organization – Theory, Principles and Practices,. 1955, Harper and Row, NewYork

**Reference Book(s)**

1. Ross, M.G. 1955, Harper and Row, Community Organization – Theory, Principles and Practices, NewYork.

2. Benson J, “Working More Creatively with Groups”,Tavistock Publications Ltd, London, 1987

3. Coleman, J, “Abnormal Psychology and Normal Life”,, DB Tarapareval and Sons, Bombay, 1974

4. Friere, Paulo, “Pedagogy of the Oppressed”, PenguinPublishers, London, 1996

5. Elais, J.I, “Conscientization and DeSchooling – Freire’s and Illich’s Proposals for Reshaping Society”, West Minister’s Press, Philadelphia, 1976

**Digital Open Educational Resources (DOER) :**

1. <https://apuedge.com/top-skills-sought-from-emergency-and-disaster...>

2. [https://www.ehow.com/about\\_5374548\\_disaster-management-survival-skills](https://www.ehow.com/about_5374548_disaster-management-survival-skills)

3. <https://www.linkedin.com/pulse/disaster-management-definition-process>

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 INTRODUCTION TO DISASTER MANAGEMENT				
1.1	Meaning, Nature, Importance	1	Chalk & Talk	Black Board
1.2	Dimensions & Scope of Disaster Management.	2	Chalk & Talk	PPT & White board

1.3	Hazard, Risk, Vulnerability, Disaster Management Cycle	2	Lecture	PPT & White board
<b>UNIT -2 : NATURAL DISASTERS AND ITS TYPES</b>				
2.1	Meaning and Nature of Natural disasters	1	Chalk & Talk	Black Board
2.2	Types of Natural disasters	2	Chalk & Talk	PPT & White board
2.3	Man Made Disaster – Meaning, Nature and its Types	2	Lecture	PPT & White board
<b>UNIT -3 : DISASTER PREPAREDNESS AND RESPONSE</b>				
3.1	Disaster Preparedness: Concept and Significance	2	Chalk & Talk	Black Board
3.2	Disaster preparedness with special needs/ vulnerable groups, Essential Components of Disaster Response.	2	Chalk & Talk	PPT & White board
3.3	Disaster Response Plan, Resource Management-Financial, Medical and Human.	3	Lecture	PPT & White board
<b>UNIT -4 RISK ASSESSMENT &amp; REDUCTION</b>				
4.1	Risk Analysis Techniques; Process of Risk assessment	2	Chalk & Talk	Black Board
4.2	Natural hazard/ Risk Assessment, Understanding Climate risk	3	Chalk & Talk	Black Board
4.3	Decision Making for Risk Reduction, Problems in Risk Assessment.	3	Chalk & Talk	PPT & White board
<b>UNIT -5 : DISASTER MANAGING SKILLS</b>				
5.1	Counselling, Relief Counselling	3	Chalk & Talk	Black Board

5.2	Grief Counselling, Bereavement	2	Chalk & Talk	PPT & White board
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INTERNAL - UG

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

CIA	
Scholastic	35
Non Scholastic	5
	40



EVALUATION PATTERN

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

UG CIA Components

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

End Semester - UG – (Skill based and NME)

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 20 Mks.	Section C 20 Mks	Section D 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	15	25 %
K2	-	-	10	10	-	20	33.33 %
K3	-	-	10	5	10	25	41.67%
Total	5	5	20	12	20	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Outline the nature and scope of Disaster Management	K1	PSO1& PSO2
CO 2	Describe the nature and types of Disasters.	K1, K2,	PSO3
CO 3	Analyze the process and problems of Risk Assessment.	K1 & K3	PSO5
CO 4	Examine the essential Components of Disaster Response and its Plan.	K1, K2, K3 &	PSO3
CO 5	Analyze the disaster skills	K2 & K4	PSO3

Mapping C0s Consistency with PSOs

CO / PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	3	3	3	2
CO 2	3	3	3	3	3
CO 3	3	2	3	2	2
CO 4	3	2	3	3	3
CO 5	3	3	3	2	2

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

Mapping of C0s with POs

O/ SO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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<b>O1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>O2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>O4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>O5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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

**COURSE DESIGNER:**

**1. Dr. M. Shapna Yasmin**

**Forwarded By**  
**Dr.M.MEENAKUMARI**

  
**Dr. M. MEENAKUMARI, M.A., M.Sc., M.Phil., Ph.D.,**  
Assistant Professor & Head  
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**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	21S6SB6	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 Link 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
<b>UNIT-1 BASIC PAGE STRUCTURES AND COLOR</b>				
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
<b>UNIT-2 TEXTANDLINKS</b>				
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
<b>UNIT-3 IMAGESANDLISTS</b>				
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
<b>UNIT-4 TABLESANDFRAMES</b>				
4.1	CreatingaBasicTableFormattingTablesFormattingContentin Table cells	1	Chalk &Talk	LCD
4.2	UsingAdditionalFormattingTechniques	1	Lecture	BlackBoard

4.3	Using Tables for Page Layout Frames understanding Frames	1	Lecture	BlackBoard
4.4	Creating a Basic frameset Formatting Frames	1	Lecture	BlackBoard
4.5	Creating Inline Frames Creating Contents for Non-frames Capable browser	2	Discussion	BlackBoard
<b>UNIT-5 FORMS</b>				
5.1	<b>Understanding Forms (Self Study)</b>	2	Chalk & Talk	LCD
5.2	Creating a Basic Form	1	Lecture	BlackBoard
5.3	Processing Forms	1	Lecture	BlackBoard
5.4	Additional Formatting 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.	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 ADDRESS ED
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 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

♦ ModeratelyCorrelated–2

♦ WeaklyCorrelated-1

### **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

♦ ModeratelyCorrelated–2


♦ WeaklyCorrelated-1

COURSEDESIGNER:



**Mrs.V.SofiaAdaikalaMary**

**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

## I B.A SEMESTER

–II

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	<b>21S2SLN2</b>	<b>BASICS OF PSYCHOLOGY</b>	-	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) 16<sup>th</sup> Reprint General Psychology, Sterling Publishers Pvt Ltd, New Delhi, India.
2. Morgon T Clifford, King A Richard et al (2005) 28<sup>th</sup> 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 – 20Marks	Essay Type Qns. – 40 Marks
Total – 40Marks	Total – 60Marks

## 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**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	19UGSLS1	SOCIOLOGY OF EDUCATION	-	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 – IHCRF – 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>

On completion of the course the student will be able to

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

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

### ***Mapping COs Consistency with PSOs***

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	-	-	-	-
<b>CO2</b>	-	3	-	-	-
<b>CO3</b>	-	3	-	-	-
<b>CO4</b>	-	3	-	-	-
<b>CO5</b>	-	-	-	-	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	-	-	-
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