

# **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**

# FATIMA COLLEGE (Autonomous)

Name of the Department : Department of Sociology  
and Social work

To be implemented from : Academic year from  
2023-2024 onwards

Venue : MB2

Convened on : 05/04/2023

Convened at : 2.00 p.m.

## Members Present :

1. Dr. M. Meenakumari  
Assistant professor & Head  
Department of Sociology  
and Social work  
Fatima College (Autonomous)  
Madurai

- Head of the Department

2. Dr. M. Bhuvaneswaran  
Associate Professor  
Department of Sociology  
School of Social Sciences  
Madurai Kamaraj University  
Madurai

- University Nominee

*Buffy*  
05.04.2023

3. Dr. C. Gobalakeishnan  
Head i/c & Associate professor  
Department of Sociology  
Peeyar University  
Salem  
- Subject Expert  
C. Miller 5/4/2023
4. Dr. S. Anita  
Assistant Professor  
Department of Sociology  
Manomaniam Sundaranar University  
Tirunelveli  
- Subject Expert  
S. Anita 5/4/23
5. Mrs. S. Bhuvaneswari  
Academic Services Coordinator  
Shantmanas India Trust  
Madurai  
- Industrialist  
S. 5/4/2023
6. Mrs. D. Sandhya  
Centre Administration  
One stop Centre  
Theni Government Medical  
College Hospital Campus  
Theni  
- Alumna  
Absent
7. Dr. M. Meenakumari  
- Dean of Academic Affairs  
M. Meenakumari
8. Mrs. V. Sofia Adaitala Mary  
Assistant Professor  
- Staff Members  
V. Sofia Adaitala Mary  
5/4/23

M. Jyoti  
05/4/23

9. Dr. M. Suganya  
Assistant Professor

Jyoti  
5/4/23

10. Dr. K. Saritha  
Assistant Professor

Jyoti  
5/4/23

11. Dr. P. Jacintha Josephine Julie  
Assistant Professor

M. Jyoti  
5/4/23

12. Dr. M. Shapna Yasmin  
Assistant Professor

Thyulha  
5/4/23

13. Dr. T. Geetha  
Assistant Professor

\* The Annual upgradation of syllabus meet was conducted for undergraduate programme, B.A Sociology with Computer Applications on 05/04/2023 at 2.00 p.m in MB2. The meeting started with a prayer. The head of the department Dr. M. Meenakumari welcomed the members and shared the agenda of the meet. As per the suggestions given in the Academic Council meet, the sociology and Computer Courses should be in the ratio of 80:20 was also intimated to the members of the board.

\* Agenda for Board of Studies:

\* Each department has to revise the courses with a

minimum of 20% atleast to a minimum of 5 to 8 Courses of the upcoming IIUG and IIIUG courses.

- \* For IUG 2023 Batch (upcoming), TANSCHC tried to be adhere and to fit in the Courses offered by the department for B.A Sociology with C.A namely Core Courses, Elective Courses, Skill Enhancement / Foundation / Ability Enhancement Course.
- \* Introduction of Value Added Course - Certificate / diploma / advanced diploma
- \* Introduction of purely Skill - Embedded Certificate / diploma / advance diploma
- \* Approval of ph.D Coursework syllabus
- \* Details of proposed / Signed MOUs

Minutes of the Board of studies:

Presentation of the Action taken Report:

- \* Action taken Report for 2022-2023

S.NO	Common Suggestions offered in the previous Board	Action taken for the Academic year 2022-2023
1.	New Course Gender and Society was suggested.	Implemented the said Course.
2.	Revised Courses (8) namely Social Anthropology, Social Dynamics, Rural Sociology, principles of Counselling, Social Disorganisation and social problems, Counselling process, Social Gerontology,	Suggestions implemented in the respective Courses.

Social psychology was suggested.

3. Value Added Course title change was suggested.

Welfare Organisation Management title was carried out.

### \* Revised Courses:

#### Revised Courses - 2023 onwards

S.No	Course Code	Course Title	No. & Title of Units Revised with the revised content specified if it is not the whole unit	% of Revision	Need for Revision	Relevance To L R N G	Scope for EMP ENT SD RE
1.	19S3CC5	Indian Social Institutions	Unit-IV Economy Remove Concept of leisure add changing trends in Indian Economy	12%	To update with changing trends	L R N	EMP

S.No	Course Code	Course Title	NO. of Title of Units Revised with the revised Content Specified if it is not the whole unit	% of Revision	Need for Revision	Relevance To L R N G	Scope for EMP ENT SD RE
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Digitaliza-  
 tion - Agei  
 Culture  
 reforms-  
 GST- imple-  
 mentation  
 & infrastruc-  
 ture develop-  
 ment, Democ-  
 ratization  
 Unit - V  
 Add change  
 trends in  
 Indian  
 politics - Emer-  
 gence of new  
 pol. leaders  
 Soc. media  
 Influence  
 women in  
 politics

S.No	Course Code	Course Title	NO. & Title of units Revised with the Revised Content Specified if it not the whole unit	% of Revision	Need for Revision	Relevance To L R N G	Scope for EMP ENT SD RE
2.	1955CC10	Social Research	Unit I add Hypothesis Unit II Research types Unit III data-meaning Primary & Secondary Unit IV Add Tabulation, plagiarism Bibliography	14%	To update with latest concepts	L R N	EMP
3.	1955ME1	Social Demography - phy	Unit - I add difference between pop'n studies & social demography Scope for fertility, policy, pronatalist Antinatalist	7%	To include Significant Concepts	L R N	EMP
4.	1956ME3	Criminology	Unit - I add concept of Crime types, Criminal Classification	8%	To update few concepts	L R N G	EMP SD
5.	1956ME6	Industrial Sociology	Unit - III add informal Unit - IV & V Defn, Chara Role of HR In India	11%	To update few concepts	L R N	EMP SD

# \* Core Courses :

## Core Courses Introduced (part-III) 2023 onwards

S.NO	Course Code	Course Title with Semester	Relevance To				Scope For	Need for Introduction
			L	R	N	G		
							EMP	ENTRE SD
1.	CC1	Introduction to Sociology I Semester	L	R	N	G	EMP	To introduce Sociology with basic concepts
2.	CC2	Introduction to Sociological Thought I Semester	L	R	N		EMP	To understand the emergence of sociological thoughts
3.	CC3	Sociology Informatics II Semester	L	R	N	G	EMP	SD To impart Computer knowledge with the application of sociology basic concepts
4.	CC4	Contemporary Sociological Thought II Semester	L	R	N		EMP	To share the contemporary Sociological Thought

## \* Elective Courses:

### Elective Courses Introduced (part-II) 2023 onwards

S.NO	Generic/ Discipline Specific with Semester	Course Code	Course Title	Relevance To L R N G	Scope For EMP ENT SD RE	Need for Introduction
1.	Generic I Semester	EC1	political Sociology/ Social Change and Development	L R N	EMP	To gain knowledge in the related courses
2.	Generic II Semester	EC2	Emotional Intelligence/ Sociology of Differently abled	L R N	EMP	To update with Contemporary trends

## \* Skill Enhancement / Ability Enhancement Course:

### Skill Enhancement / Ability Enhancement Course (part-III) 2023 onwards

S.NO	SEC/AECC with Semester	Course Code	Course Title	Relevance To L R N G	Scope For EMP ENT SD RE	Need for Introdu- ction
1.	SEC-1 I Semester		Leadership Skills	L R N G	EMP SD	To gain Skills in leadership
2.	SEC-2 II Semester		Leadership Skills	L R N G	EMP SD	To raise the quality of a leader

S.NO	SEC/ AECC with Semester	Course Code	Course Title	Relevance To L R N G	Scope for EMP ENT SD Re	Need for Introduction
3.	SEC-3 II Semester		Multimedia and its Applications	L R N G	EMP SD	To give hands-on training in multimedia
4.	FC I Semester		Principles of Sociology	L R N	EMP	To impart basic knowledge in sociology

- \* Introduction of Value Added Course - Certificate / Diploma / Advanced Diploma - NIL
- ⇒ \* For Value Added Course - "Welfare Organisation Management" which is passed during 2022-2023 will be offered for 2023-2024.
- \* Introduction of purely Skill - Embedded Certificate / Diploma / Advanced Diploma Course - NIL
- ⇒ \* For Skill Embedded Course - "Community Service Learning" which is passed during 2022-2023 will be offered for 2023-2024.
- \* Approval of Ph.D Course work syllabus - NIL

\* Details of proposed / signed MOUs - NIL

* Alter Suggestions	Commendations
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- | Name                                | Signature |
|-------------------------------------|-----------|
| 1. Dr. M. Meenakumari               |           |
| 2. Dr. M. Bhuvaneshwaran            |           |
| 3. Dr. C. Gobalakeishnan            |           |
| 4. Dr. S. Anita                     |           |
| 5. Mrs. S. Bhuvaneshwari            |           |
| 6. Mrs. D. Sandhya                  |           |
| 7. Dr. M. Meenakumari               |           |
| 8. Mrs. V. Sofia Adaitkala Mary     |           |
| 9. Dr. M. Suganya                   |           |
| 10. Dr. K. Saritha                  |           |
| 11. Dr. P. Jacintha Josephine Julie |           |
| 12. Dr. M. Shapna Yasmin            |           |
| 13. Dr. T. Geetha                   |           |

Signature

*[Signature]* 5/4/23

*[Signature]* 5/4/23

*[Signature]* 5/4/23

*[Signature]* 5/4/23

Absent

V. Sofia Adaitkala Mary 5/4/23

*[Signature]* 5/4/23

*[Signature]* 5.4.23

*[Signature]* 5/4/23

*[Signature]* 5/4/23

*[Signature]* 5/04/23

**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:

## **I. SOCIAL COMPETENCE**

<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.



**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	CREDITS	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**

<b>S.N O</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CREDI TS</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TOT. MKs</b>
<b>1.</b>	<b>I</b>	19R1LC1	PART 1 LANGUAGE FRENCH - LE NIVEAU INTRODUCTIF	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>2.</b>	<b>II</b>	19R2LC2	PART 1 LANGUAGE FRENCH - LE NIVEAU DÉCOUVERTE	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>3.</b>	<b>III</b>	19R3LC3	PART 1 LANGUAGE FRENCH - LE NIVEAU INTERMEDIAIRE – LA CIVILISATION, LA LITTERATURE ET LA GRAMMAIRE	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>4.</b>	<b>IV</b>	19R4LC4	PART 1 LANGUAGE FRENCH - LE NIVEAU DE SUIVRE – LA CIVILISATION, LA LITTERATURE ET LA GRAMMAIRE	<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 – I –HINDI**

**Offered by The Department of Hindi**

<b>S.NO</b>	<b>SEM.</b>	<b>COURSECODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CREDITS</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**

S.NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19E1LB1	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19E1LI1	INTERMEDIATE COMMUNICATIVE ENGLISH					
3.		19E1LA1	ADVANCED COMMUNICATIVE ENGLISH					
4.	II	19E2LB2	ENGLISH COMMUNICATION SKILLS	5	3	40	60	100
5.		19E2LI2	ENGLISH FOR EMPOWERMENT					
6.		19E2LA2	ENGLISH FOR CREATIVE WRITING					
7.	III	19E3LC3	ENGLISH FOR DIGITAL ERA	5	3	40	60	100
8.	IV	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	SEM	COURSE CODE	COURSE TITLE	HRS	CRED ITS	CIA Mks	ESE 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
15.		21S6CC15	INDIAN SOCIOLOGICAL THINKERS	5	4	40	60	100
TOTAL				83	60			

S.NO	SEM.	COURSECODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	III	<b>22S3AC3</b>	GENDER AND SOCIETY	5	5	40	60	100
2.	IV	<b>19S4AC4</b>	PSYCHOLOGY OF ADJUSTMENT	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

### ELECTIVES-15 CREDITS

S.No	SEM.	COURSECODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE 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 / SOCIOLOGY OF HEALTH	5	5	40	60	100
4.	VI	19S6ME3 / 19S6ME4	CRIMINOLOGY / 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
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.		*	Physical Education			
2.	I - IV	*	NSS	30/ SEM	1	100

3.		*	NCC			
4.		*	Women Empowerment Cell			
5.		*	AICUF			

## SHIFT - II

S.No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDIT	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</b>	40	2	II	40	60	100
	<b>COURSE-Foundati</b>						

COURSE CODE	COURSE TITLE	HRS.	CREDITS	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA Mks	ESE Mks	TOTAL Mks
	on Course for Science						
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.	CREDITS	SEMESTER IN WHICH	CIA MKS	ESE MKS	TOTAL
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				THE COURSE IS OFFERED			MARK S
21S2SLN2	<b>BASICS OF PSYCHOLOGY for ADVANCED LEARNERS</b>	-	2	II	40	60	100
19UGSLS1	<b>SOCIOLOGY OF EDUCATION ADVANCED for LEARNERS</b>	-	2	V & VI	40	60	100
21H5SLS5	<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	-	Minimum 2 Credits	I – VI	-	-	

#### OFF CLASS PROGRAMMES

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

**I B.A**  
**SEMESTER –I**  
*For those who joined in 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		
<b>UNIT -4 SOCIAL STRATIFICATION</b>				
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	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	10
K2	-	5	4	2 ½	11.5	-	11.5	20
K3	-	-	3	5	8	-	8	
K4	-	-	3	5	8	-	8	
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
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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
	CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5		
	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		

Mapping COs Consistency with PSOs


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

Correlated -1

Mapping of COs with POs


PO/CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
PO1	3	3	2	3	3	3	2
PO2	3	3	2	3	3	3	3
PO3	2	3	3	3	3	3	3
PO4	3	3	3	3	2	3	3
PO5	3	3	3	3	2	3	3

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

**COURSE DESIGNER:**  **HOD'S Signature & Name**

**Mrs.V.SofiaAdaikala Mary**

**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	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.
- 2. 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	Teaching 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		
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 BLOOM'S TAXONOMY)	PSOs ADDRESSED
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	PSO1	PSO2	PSO3	PSO4	PSO5
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/ PO	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. 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/WEEEK	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. Kuppuswamy, 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>				
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4.1	Characteristics of prejudice	3	Lecture	Black Board
4.2	Maintenance of prejudice	3	Lecture	Black Board
4.3	Stereotype	3	Discussion	Black Board
4.4	Meaning and types-	3	Lecture	Black Board
4.5	Positive, negative and mixed	3	Chalk & Talk	Black Board

<b>UNIT -5 PUBLIC OPINION AND PROPAGANDA</b>				
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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

<b>INTERNAL - UG</b>									
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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 %
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

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	Identify the significance of understanding human psychology	K1,K2,K3,K4	PSO1& PSO2
CO 2	Discuss the social cognition and cognitive changes	K1,K2,K3,K4	PSO3
CO 3	Estimate the nature, formation and changes of attitude	K1,K2,K3,K4	PSO5
CO 4	Examine the nature and classification of prejudice and stereotype	K1,K2,K3,K4	PSO4
CO 5	Categorize the nature, formation and principles of public opinion	K1,K2,K3,K4	PSO5

Mapping COs Consistency with PSOs

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

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

Mapping of COs with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3

03	2	3	3	3	3	3	3
04	3	3	3	3	2	3	3
05	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 offices c) **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 triology, 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		4	Lecture	Black Board

	Tourism and Social Change: Impact of tourism on the society,			
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

	<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>	Recall the nature of Tourism and its social dimensions	K1,K2,K3,K4	PSO1
<b>CO 2</b>	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	PSO 1	PSO2	PSO3	PSO4	PSO5
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/ PO	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

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

**2. Staff Name: Dr. T. GEETHA**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	CATEGORY	HRS/WE EK	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
<b>UNIT -1 LANGUAGE AND COMMUNICATION</b>				
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 langue	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	  35 Mks.	  5 Mks.	  40Mks.	
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	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

<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

## Mapping COs Consistency with PSOs

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

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

**Mapping of COs with POs**

PO/ CO	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. 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  
-Vocabulary General Speech Skills -Telephonic Interviews  
Preparing for Telephonic Interviews During the 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 -ing Forms 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:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 PUBLIC SPEAKING INTRODUCTION				
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			
UNIT -2 INTERVIEW AND JOB SEARCHETIQUETTE				
2.1	The Interview as Communication -Language Specific Speech Skills – Pronunciation -	3	Chalk & Talk	Black Board
2.2	-VocabularyGeneral 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
UNIT -3 GROUP DISCUSSIONS AND MEETINGS				

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

#### UNIT -4 ORAL PRESENTATION SKILLS

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

#### UNIT -5 PUBLIC SPEAKING SKILLS

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 -ingFoms 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	% of Ass
	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	PSO 1	PSO2	PSO3	PSO4	PSO5
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/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	3	2	3	3	3	2
CO2	3	3	2	3	3	3	3
CO3	2	3	3	3	3	3	3
CO4	3	3	3	3	2	3	3
CO5	3	3	3	3	2	3	3

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

**COURSE DESIGNER:**

 **Dr. K. Saritha**

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

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

I B.A  
SEMESTER-I

***Forthosewhojoinedin2021onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
UASC	23S2CC3	SOCIOLOGY INFORMATICS	5	5

**COURSEDESCRIPTION**

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.

**COURSEOBJECTIVES**

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 (20HRS.)**

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 (18HRS.)**

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 (15HRS.)**

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  
Department of Sociology and Social Work  
**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/WE K</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:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<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	Gramsci'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 FOCALT &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

### 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		
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



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

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
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 Totemism 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", National Publishing House, New Delhi – 110002, 1988

**REFERENCE BOOKS:**

1. Amiteshwar Ratra, Praveen Kaur, Sudha Chhikara, Marriage and Family, Deep and Deep Publication Pvt. Ltd, New Delhi, 2006.

2. K. Chakraworthy, Social Anthropology, Sumit Enterprises, New Delhi, 2006

3. K.S. Chalam, Caste-based Reservations and Human Development in India, Sage Publication India Pvt Ltd, New Delhi, 2007.

4. S.K. Pramanick, Sociology of G.S. Ghurye, Rawat Publications, Jaipur, 2001.

5. Suvira Jaiswal, Caste: Origin, function and Dimensions of Change, Manohar publishers and Distributors, New Delhi, 2000.

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

1. [www.socialsciences.manchester.ac.uk](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 SOCIAL ANTHROPOLOGY</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 Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
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	T1	T2	Quiz	Assignment	OBT/PFT				
	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

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

## Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	3	3	3	2	3
CO3	3	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

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

Weakly Correlated -1

### Mapping of COs with POs

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

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

♦ Weakly Correlated -1

**COURSE DESIGNER:**

*M.Suganya*

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

**Forwarded By**

**Dr.M.MEENAKUMARI**

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

*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/W EEK	CRE DIT S
UASC	23S2EC4	INDIAN SOCIAL PROBLEMS	CORE	4	3

**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:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<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.	4	Lecture	Black Board

	Terrorism			
<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
	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.	
<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		
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	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*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	HRS/WEEK	CREDITS
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
UNIT -1 WORKPLACE BEHAVIOUR AN INTRODUCTION				

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	Better of W1, W2	M1+M2	MID-SEM 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>25</b>	<b>100 %</b>
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<b>CIA</b>	
<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

## EVALUATION PATTERN

<b>SCHOLASTIC</b>				<b>NON - SCHOLASTIC</b>	<b>MARKS</b>		
<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>Nos</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
<b>C6</b>	- Attendance		- 5 Mks

## COURSE OUTCOMES

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

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

### Mapping COs Consistency with PSOs

CO/ PSO	PSO 1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	2
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	2	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</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:

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

2. Staff Name: Dr. T. GEETHA

**Forwarded By**

**HOD'S Signature  
& 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				
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	CIA	ESE	Total
5	10	15	5	5	40	60	100

UG CIA Components

<b>Nos</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
<b>C6</b>	- Attendance		- 5 Mks

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>	<b>KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)</b>	<b>PSOs ADDRESSED</b>
<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**