

# **FATIMA COLLEGE (AUTONOMOUS)**



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

**NAME OF THE DEPARTMENT: SOCIOLOGY AND SOCIAL WORK  
NAME OF THE PROGRAMME : B.A**

**PROGRAMME CODE : UASC**

**ACADEMIC YEAR : 2020 - 21**

**FATIMA COLLEGE (AUTONOMOUS), MADURAI- 18****DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK***For those who joined in June 2019 onwards*

<b>S. NO</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DIT</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TOT. MKS</b>
1.	I	19S1CC1	PRINCIPLES OF SOCIOLOGY	6	4	40	60	100
2.		19S1CC2	COMPUTER ORGANIZATION	2	2	40	60	100
3.		19S1CC3	LAB I-OFFICE AUTOMATION	4	2	40	60	100
4.	II	19S2CC4	SOCIAL DYNAMICS	6	4	40	60	100
5.		19S2CC5	PROGRAMMING IN C	2	2	40	60	100
6.		19S2CC6	LAB II-C PROGRAMMING	4	2	40	60	100
7.	III	19S3CC7	INDIAN SOCIAL INSTITUTIONS	6	4	40	60	100
8.		19S3CC8	MULTIMEDIA AND ITS APPLICATIONS	2	2	40	60	100
9.		19S3CC9	LAB III- PHOTOSHOP AND FLASH	4	2	40	60	100
10.	IV	19S4CC10	SOCIAL DISORGANIZATION AND SOCIAL PROBLEMS	6	4	40	60	100
11.		19S4CC11	VISUAL PROGRAMMING	2	2	40	60	100

**MAJOR CORE : 60 CREDITS****PROGRAMME CODE : UASC**

12.		S5CC13	Social Research	4	2	25	75	100
13.	<b>V</b>	S5CC14	Social Gerontology	5	4	25	75	100
14.		S5CC15	Lab V-SPSS	5	4	40	60	100
15.		S5ME1	Social Demography/ Sociology of Health	5	4	25	75	100
16.		S5SB3	Healing the child within	5	4	50	50	100
17.		S5SB4	Emotional maturity	2	2	50	50	100
18.		<b>VI</b>	S6CC16	Sociological Theories	6	6	25	75
19.	S6CC17		Social Psychology	6	6	25	75	100
20.	S6CC18		Web Designing using HTML	2	2	25	75	100
21.	S6CC19		Lab VI- Web Designing	4	2	40	60	100
22.	S6ME2		Criminology	6	6	25	75	100
23.	S6ME3		Comprehensive Knowledge of Sociology	4	4	25	75	100
24.	S6SB5		Leadership skills	2	2	50	50	100
25.	S6SB6		Communication skills	2	2	50	50	100

**ALLIED-20 CREDITS**

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

**PART – IV – 20 CREDITS**

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

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. Mks
1.	I	<b>19G1VE</b>	Value Education (Including Meditation in Action Movement)	1	1	40	60	100
2.		<b>19S1NME</b>	Integrative Psychology (Offered to other major Students)	2	2	40	60	100
3.	II	<b>19G2VE</b>	Value Education	1	1	40	60	100
4.		<b>19S2NME</b>	Integrative Psychology (Offered to other major Students)	2	2	40	60	100
5.	III	<b>19G3EE</b>	Environmental Education	1	1	40	60	100
6.		<b>19S3SB1</b>	Principles of Counselling	2	2	40	60	100
7.	IV	<b>19G4EE</b>	Environmental Education	1	1	40	60	100
8.		<b>19S4SB2</b>	Counselling Process	2	2	40	60	100

**PART - V - 1CREDIT**

**OFF-CLASS PROGRAMME  
ALL PART-V**

**Shift I**

- Physical Education
- NSS
- NCC
- Women Empowerment Cell
- AICUF

**Shift II**

- Physical Education
- Rotaract
- Women Empowerment Cell
- AICUF
- Youth Red Cross / NSS

**Kindly retain your respective Part V**

## OFF-CLASS PROGRAMME

### ADD-ON COURSES

<b>COURSE CODE</b>	<b>Courses</b>	<b>Hrs.</b>	<b>Credits</b>	<b>Semester in which the course is offered</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>Tot .Mks</b>
	<b>COMPUTER APPLICATIONS</b> (offered by The department of PGDCA for Shift I)	40	2	I & II	40	60	100
	<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Arts	40	3	I	50	-	50
	<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Science	40	3	II	50	-	50
	<b>ETHICAL STUDIES-Value Education</b>	15	2	III-VI	50 each Semester	-	100
	<b>HUMAN RIGHTS</b>	15	2	V	-	-	100
	<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	100	3	V & VI	-	-	100
	<b>PROJECT</b>	30	4	VI	40	60	100
	<b>READING CULTURE</b>	10/Semester	1	II-VI	-	-	-

<b>COURSE CODE</b>	<b>Courses</b>	<b>Hrs.</b>	<b>Credits</b>	<b>Semester in which the course is offered</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>Total Mks</b>
	<b>MOOC COURSES</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Minimum 2 Credits	-	-	-	
	<b>TOTAL</b>		22 +				

#### **OFF CLASS PROGRAMMES**

**19UGVAS1- Value Added Crash Course on Introduction to NGO Management**



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

<b>PROG RAMM E CODE</b>	<b>COURS E CODE</b>	<b>COURSE TITLE</b>	<b>CATEG ORY</b>	<b>HRS/WE EK</b>	<b>CREDI TS</b>
<b>UASC</b>	<b>19S1CC 1</b>	<b>PRINCIPLES OF SOCIOLOGY – I/ PRINCIPLES OF SOCIOLOGY</b>	<b>CORE</b>	<b>6</b>	<b>4</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

To equip the learners to understand major social institutions

**Unit 1: Introduction to sociology: (25 HRS)**

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

**Unit2: Basic Sociological Concepts: (15 HRS)**

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

**Unit3: Social Groups: (20HRS)**

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

**Unit4: Social Stratification (15HRS)**

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

**Unit5: Major Social Institutions:****(15HRS)**

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

**Unit 6 : DYNAMISM**

Sociological Imagination, Recent trends in Caste System

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

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

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

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

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

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify the Origin of Sociology, its Nature and Scope
CO 2	Explain the Basic Sociological Concepts
CO 3	Identify different Social Groups and explain its Functions
CO 4	Describe the Social Stratification and its Importance
CO 5	Differentiate the Major Social Institutions

## I B.A

### SEMESTER - I

*(For those who joined in 2019 onwards)*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S1CC2	COMPUTER ORGANIZATION	CORE	2	2

#### COURSE DESCRIPTION

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

#### COURSE OBJECTIVES

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

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

#### **UNIT I: INTRODUCTION TO COMPUTERS**

**(7HRS)**

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

#### **UNIT II: SOFTWARE**

**(5HRS)**

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

**UNIT III: DATABASE CONCEPTS****(6HRS)**

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

**UNIT IV: NETWORKING AND INTERNET****(6HRS)**

Introduction to Network: Overview of Network, Communication media, Types of Network-LAN, WAN. Application of Network. Internet-Protocols and Addressing, Web Browsers, e-mail-names and addresses, mailing basics, replying and forwarding e-mail messages(Self Study). Internet Vs Intranet Vs Extranet, Introduction to Social Networks, Virus- worms and threats.

**UNIT V: SOCIAL COMPUTING****(6HRS)**

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

**UNIT VI: DYNAMISM**

Windows and its types, Concept of 5<sup>th</sup> Generation Technology and Digital India

**TEXT BOOK**

Alexis Leon and Mathew Leon, *Fundamentals of Information Technology*, Bharati Sahitya Mandir, Palghat, (2000).

**REFERENCE BOOKS :**

V.Rajaraman, *Fundamentals of Computer*, PHI Learning Private Limited 4<sup>th</sup> Edition, New Delhi, (2008).

E.Balagurusamy, *Fundamentals of Computer*, Tata Mcgraw Hill Education Private Limited, New Delhi, (2009).

Suresh K Basandra, *Computer Today*, Anmol Publications Private Limited, New Delhi, 1995.

**WEB:**

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

## **COURSE OUTCOMES**

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

<b>NO</b>	<b>COURSE OUTCOMES</b>
<b>CO 1</b>	Describe the Basic Computer Operations.
<b>CO 2</b>	Explain the Functions of Software and basic Programming Languages.
<b>CO 3</b>	Describe the Database Concepts.
<b>CO 4</b>	Utilize the Internet Web resources for both Academic and Research purposes.
<b>CO 5</b>	Analyze computer for Social Research and Surveys.

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

*(For those who joined in 2019 onwards)*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>19S1CC3</b>	<b>LAB -I OFFICE AUTOMATION</b>	<b>CORE</b>	<b>4</b>	<b>2</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVE**

To train the learners to use the MS Word, MS Excel, MS PowerPoint and Electronic Mail.

To equip the learners to create blogs.

**MS WORD**

**(15HRS)**

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

Greeting Card Design

**MS EXCEL**

**(15 HRS)**

Sorting Tables

Usage of built-in function.

Worksheet preparation

Student Mark Statement

Generating Pay Bill of an employee

Creating

E.B.Bill Preparation

**MSPowerPoint**

**(15 HRS)**

Creating a simple presentation

Using custom Animation

Inserting, Deleting, Renaming and Rearranging Slides

Using Hyperlinks, action buttons (Inserting Hyperlink Action button, Video Link)

**Electronic Mail**

**(15 HRS)**

Creating e-mail account, Google accounting, Blog Creation.

Sending, reading and attaching files in email.

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Recall Professional MS Word Documents
CO 2	Explain the knowledge in MS Excel Spread Sheets
CO 3	Use Power Point Techniques for Academic Presentation.
CO 4	Categorize Documents and Presentations for Social Research and Surveys.
CO 5	Examine a Blog



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

*(For those who joined in 2019 onwards)*

<b>PROGR AMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEG ORY</b>	<b>HRS/ WEE K</b>	<b>CREDITS</b>
<b>UASC</b>	<b>19S1AC1</b>	<b>SOCIAL ANTHROPOLOG Y</b>	<b>ALLIED</b>	<b>5</b>	<b>5</b>

**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 1: Introduction to Social Anthropology (15 HRS)**

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

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

**Unit2: Kinship (15 HRS)**

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

**Unit3: Marriage (10 HRS)**

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

#### **.Unit 4: Religion and Magic**

**(15HRS)**

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

#### **Unit 5: Tribal Problems and Tribal Empowerment Programmes: (20 HRS)**

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

#### **Unit 6 :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:**

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

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

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

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

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

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO1	Identify the Nature and Scope of Social Anthropology.
CO2	Explain the different Types of Kinship.
CO3	Discuss the system of Tribal Marriage.
CO4	Describe the Tribal Religion and Types of Tribal Magic.
CO5	Categorizethe Tribal Problems and Welfare Schemes.

I B.A.

SEMESTER I

*(For those who joined in 2019 onwards)*

PROGR AMME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS /WE EK	CREDI TS
UASC	19S1NME1	INTEGRATIVE PSYCHOLOGY	NON- MAJOR ELECTIV E	2	2

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVE**

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

To help the learners to understand the importance of Socialization.

**Unit 1: Introduction to HumanLifeCycle**

**(7 HRS)**

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

**Unit2:Socialization**

**(7 HRS)**

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

**Unit 3: TheoriesofSocialization**

**(5 HRS)**

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

**Unit4: Attitude****(6 HRS)**

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

**Unit 5: Adjustment and Development Stages of Human Life****(5 HRS)**

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

**Unit 6 : DYNAMISM**

Scope of Psychology, Psychology and Psychiatry

**TEXT BOOK**

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

**REFERENCE BOOKS:**

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

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

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify Human Life Cycle.
CO 2	Describe the Process of Socialization.
CO 3	Discuss Personality and its related Theories.
CO 4	Describe the Attitude and Attitudinal Change.
CO 5	Estimate the Stages of Human Development.

**I B.A**  
**SEMESTER – II**

*(For those who joined in 2019 onwards)*

<b>PROGR AMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEG ORY</b>	<b>HRS/W EEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>19S2CC4</b>	<b>PRINCIPLES OF SOCIOLOGY – II/SOCIAL DYNAMICS</b>	<b>CORE</b>	<b>6</b>	<b>4</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVE**

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

To equip learners to have sociological imagination

**Unit 1:SocialProcesses**

**(10 HRS)**

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

**Unit2:Socialization**

**(25 HRS)**

Meaning, Types of Socialization, Stages, Importance of Socialization Theories of Socialization –

C.H. Cooley’s Theory of Looking Glass Self, Mead’s Theory of Self, Freud’s Theory of the Human Mind. Agents of Socialization.

**Unit 3:SocialControl**

**(18HRS)**

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

**Unit 4:RoleandStatus**

**(12 HRS)**

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

**Unit 5: Social Change****(25HRS)**

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

**Unit 6 : DYNAMISM**

Social Change in Family and Education

**TEXT BOOK:**

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

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

**REFERENCE BOOKS:**

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

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

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

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

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

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

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

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify different Social Processes.
CO 2	Outline the process of Socialization.
CO 3	Identify the different types of Social Control.
CO 4	Categorize the nature of Role and Social Status.
CO 5	Differentiate the theories of social changes.

## I B.A

### SEMESTER - II

*(For those who joined in 2019 onwards)*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
UASC	19S2CC5	PROGRAMMING IN C	CORE	2	2

#### **COURSE DESCRIPTION**

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

#### **COURSE OBJECTIVE**

To enhance the programming skill in C language. To develop simple programs using C language.

#### **UNITS**

##### **Unit - I: Introduction**

**(6 HRS)**

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

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

**(6 HRS)**

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

##### **Unit - III: Arrays, Character Array & Strings**

**(6 HRS)**

One-dimensional Array – Declaration, Initialization of One Dimensional array – Two-dimensional Arrays .Declaring & Initializing String Variables – String Concatenation - Arithmetic Operations on characters – putting strings together – comparison of two strings – String-handling Functions – **Table of Strings(Self Study)**



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

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

**Unit-V: Structuresandunions****(6 HRS)**

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

**Unit- VI Dynamism**

Difference between C and other languages, Expection and innovation of IT field using these languages.

TEXT BOOK:

Balagurusamy, Programming in ANSI C, fifth edition, Tata McGraw Hill Education Private Limited, NewDelhi, first reprint2010.

REFERENCE BOOKS:

Byron S. Gottfried , Theory and Problems of Programming with C, Schaum's Outline Series, 1990

Yashavant Kanetkar – “Let Us C” - II edition, BPB Pub.

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Recall the basic concepts in programming in C.
CO 2	Outline the Input, Output and Looping statements.
CO 3	Discover the characteristics and functions of array and string.
CO 4	Distinguish the methods of functions in programming in C
CO 5	Analyze the structure and union in programming in C.

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

*(For those who joined in 2019 onwards)*

<b>PROGRA MME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/ WEE K</b>	<b>CREDI TS</b>
<b>UASC</b>	<b>19S2CC6</b>	<b>LAB – II C PROGRAMMING</b>	<b>CORE</b>	<b>4</b>	<b>2</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVE**

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

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

**UNITS**

**BasicConcepts**

**(15 HRS)**

Write a C program to find the given number is perfect number ornot.

Write a C program to find the given number is Armstrong number ornot.

Write a C program to find the given number is prime number ornot.

Write a C program to print Fibonacciseries.

Write a C program to find the sum of digit of a givennumber.

**Looping**

**(15 HRS)**

Write a C program to multiply two numbers with outusing<sup>“\*</sup>.

Write a C program to print the ASCII values for the C character set.

Write a C program to print the Floyd’sTriangle.

Write a C program to print the range of alphabets.

Write a C program to get ‘n ‘number of inputs without using array and find the maximum number.

**Arrays**

**(15 HRS)**

Write a C program to sort the given range of numbers.

Write a C program to find the MatrixTranspose.

Write a C program to find the MatrixAddition.

Write a C program to find the MatrixMultiplication.

### **Functions (15 HRS)**

Write a C program to find the Adam number using functions.

Write a C program to swap two numbers and explain call value and call by reference.

Write a C program to find factorial number using recursion.

Write a C program to find string manipulation using any 5 string functions.

### **Structures (15 HRS)**

Write a C program to generate employee details using structure.

Write a C program to generate student record using structure array.

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Outline the basic commands in C Programming.
CO 2	Design the different types of looping.
CO 3	Make use of arrays and function.
CO 4	Classify the records by using structure.
CO 5	Categorize C programming in creating records.

## I B.A

### SEMESTER – II

*(For those who joined in 2019 onwards)*

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

#### **COURSE DESCRIPTION**

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

#### **COURSE OBJECTIVE**

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

#### **UNITS**

##### **Unit 1: Introduction to Rural Sociology (15 HRS)**

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

##### **Unit 2: Power structure in Rural India (12 HRS)**

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

##### **Unit 3: Rural Economy (12 HRS)**

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

##### **Unit 4: Rural social problems (18 HRS)**

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

##### **Unit 5: Rural Welfare programmes in Post-Independence India (18 HRS)**

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

## **Unit 6 : DYNAMISM**

Farmers Suicide , Urbanization

### **TEXT BOOK**

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

### **REFERENCE BOOKS:**

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

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

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

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

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

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify the nature and scope of Rural Sociology.
CO 2	Outline the Power structure in Rural India.
CO 3	Estimate the types and Importance of Rural Economy.
CO 4	Distinguish the Rural Social Problems.
CO 5	Connect the relevance of rural welfare programmes in India.

**I B.A.  
SEMESTER II  
(For those who joined in 2019 onwards)**

<b>PROGRAM CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS /WEEK</b>	<b>CRE DITS</b>
<b>UASC</b>	<b>19S2NME</b>	<b>INTEGRATIVE PSYCHOLOGY</b>	<b>NON MAJOR ELECTIVE</b>	<b>2</b>	<b>2</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVE**

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

To help the learners to understand the importance of Socialization.

**Unit 1: Introduction to Human Life Cycle (7 HRS)**

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

**Unit2: Socialization (7 HRS)**

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

**Unit 3: Theories of Socialization (5 HRS)**

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

**Unit4: Attitude (6 HRS)**

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

**Unit 5: Adjustment and Development Stages of Human Life(5 HRS)**

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

**Unit 6 : DYNAMISM**

Scope of Psychology, Psychology and Psychiatry

## **TEXT BOOK**

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

## **REFERENCE BOOKS:**

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

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify Human Life Cycle.
CO 2	Describe the Process of Socialization.
CO 3	Discuss Personality and its related Theories.
CO 4	Describe the Attitude and Attitudinal Change.
CO 5	Estimate the Stages of Human Development.

## II B.A

### SEMESTER –III

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S3CC7	INDIAN SOCIAL INSTITUTIONS	CORE	6	4

#### **COURSE DESCRIPTION**

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

#### **COURSE OBJECTIVES**

To impart the knowledge of Indian Social Structure and the uniqueness of Indian Social Life.

To help the student to understand the contemporary and current social issues and problems in India.

#### **UNIT I: INDIAN SOCIAL ORGANIZATION**

**(17 HRS)**

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

#### **UNIT II: CASTE SYSTEM**

**(18 HRS)**

Caste system: Origin, Theories – Characteristics, Functions. Sanskritisation, **Changing Trends in Caste System(self study)**, Westernization.

#### **UNIT III:MARRIAGEAND FAMILY**

**(23 HRS)**

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



**UNIT IV: ECONOMY****(17 HRS)**

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

**UNIT V: POLITY****(15HRS)**

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

**UNIT VI: DYNAMISM**

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

**REFERENCES:**

1. Abraham C. et.al – The Changing Pattern of Family in India, The Christian Institute, Bangalore, 1960.
2. Ahuja Ram – Indian Social System, Rawat Publication. Jaipur, 1993.
3. K.S. Chalam, Caste-based Reservations and Human Development in India, sage publication, 2007.
4. Kapadia K.M. – Marriage and Family in India, 1986, Oxford University Press, Delhi.
5. Kamlesh singh, Social change in Modern India, Navyug publishers and distributors, New Delhi – 2008.
6. Milton singer and Bernard S. Cohn, Structure and Change in Indian Society, Rawat publications, Jaipur and New Delhi – 2001.
7. K.K. Pillay, The caste system in Tamilnadu, MJP Publication, Chennai-2007.
8. Shakuntala Devi, caste system in India, pointer publishers, Jaipur- 1999.
9. Singh, Yogendra, Modernisation of Indian Traditions, , Rawat Publications, Jaipur, 1998.
10. Srinivas M.N – Social Change in India, . Allied Publishers, Bombay. 1996.
11. H.R Mukhi, Indian Society and Social Institutions, SBD Publishers and Distributors, New Delhi – 2002.

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Outline the basis and importance of Religious Organizations in India.
CO 2	Describe the Origin and Changing Trends in caste system
CO 3	Estimate the Philosophy of Marriage and Family System in India
CO 4	Examine the Impact of Modernization and Globalization on Indian Economy.
CO 5	Analyze the nature and Types of Political System

**II B.A**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

<b>PROGRAMM E CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/WEEK</b>	<b>CRE DITS</b>
<b>UASC</b>	<b>19S3CC8</b>	<b>MULTIMEDIA AND ITS APPLICATION S</b>	<b>CORE</b>	<b>2</b>	<b>2</b>

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

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

**UNIT I: INTRODUCTION TO MULTIMEDIA AND MULTIMEDIA SOFTWARE(6 HRS)**

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

**UNIT II: MULTIMEDIA BUILDING BLOCKS (6 HRS)**

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

### **UNIT III: PHOTOSHOP-IMAGE MANAGEMENT**

**(6 HRS)**

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

### **UNIT IV: FLASH – ILLUSTRATING**

**(6 HRS)**

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

### **UNIT V: FLASH –ANIMATION**

**(6 HRS)**

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

### **UNIT VI: DYNAMISM**

Multimedia Application off or line – Hypertext Mode

#### **REFERENCES:**

#### **TEXT BOOK**

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

#### **REFERENCE BOOK:**

1. Tay Vaughan, Multimedia Making it Work, fifth Edition, Tata Mcgraw-Hill Publishing Company Limited, New Delhi, Seventh Reprint, 2002. (Unit I, II - Chapter 1,5,8, 9, 10, 11)
2. Steve Romaniello, Photoshop 7 Savvy, BPB Publications, New Delhi, 2002. (Unit III - Chapter 4, 7, 17, 19).

3. Ethan Watrall and Norbert Herber, Flash 8 Savvy, Wiley Dreamtech India (P) Ltd, New Delhi, 2006. (Unit IV, V-Chapter 1, 4, 6).
4. John Villamil, Casanova Lous Molina – “Multimedia production - Planning and Delivery” - PHI.

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify The Usages Of Multimedia.
CO 2	Discuss Different Building Blocks In Multimedia.
CO 3	Compute the Photoshop-Image Management in Multimedia
CO 4	Analyze the importance of flash.
CO 5	Examine the tools in creating animations

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

*For those who joined in 2019 onwards*

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

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PHOTOSHOP**

**(15 HRS)**

**I. LAYERING THE IMAGE:**

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

**II. IMAGE TRANSFORMATION:**

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

**III. DEVELOPING APPLICATIONS BY VARIOUS TOOLS AND EFFECTS:**

7. To design a greeting card (self study)
8. Poster making
9. Logo Design
10. Advertisement

## **FLASH**

(15 HRS)

### **I. WORKING WITH VARIOUS TOOLS AND LAYERS:**

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

### **II. WORKING WITH SYMBOLS:**

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

### **III. CREATING ANIMATION WITH THE TIMELINE:**

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

### **IV. DEVELOPING APPLICATIONS USING VARIOUS TOOLS AND TECHNIQUES:**

9. Creating the solar system with movie clips
10. **Movie making(self study).**

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify the tools to create New Layers
CO 2	Interpret image transformation by using Photoshop
CO 3	Apply the Photoshop tools in designing
CO 4	Examine the shapes and symbols in flash.
CO 5	Analyze the animated visual effects

## SEMESTER –III

*For those who joined in 2019 onwards*

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

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

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

To sensitize students related with emerging gender issues.

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

### **UNIT I: INTRODUCTION**

**(15 HRS)**

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

### **UNIT II: INSPIRING WOMEN MODELS IN INDIAN SOCIETY**

**(15 HRS)**

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

### **UNIT III: CHANGING TRENDS IN STATUS OF WOMEN**

**(15 HRS)**

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

### **UNIT IV: WOMEN AND WORK**

**(15 HRS)**

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

### **UNIT V: WOMEN AND LEGISLATION**

**(15 HRS)**

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



## **UNIT VI: DYNAMISM**

Prevention of Violence against Women – Women Help Line 1091

### **REFERENCES:**

#### **TEXT BOOK**

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

#### **REFERENCE BOOKS:**

1. Women on Economic Front, Suman Pamecha, Agrotech - publishing academy, Udaipur, 2002.
2. Women Work and discrimination, SavithriAraputha Murthy, Ashish publishers house, New Delhi, 1990.
3. Poverty Alleviation Approaches and women's participation, Sawalia Bihari Verma Aavishkar publishers, Jaipur, 2003.
4. Ahuja Ram – Indian Social System, Rawat Publication. Jaipur, 1993.
5. K.S. Chalam, Caste-based Reservations and Human Development in India, sage publication, 2007.
6. Kapadia K.M. – Marriage and Family in India, 1986, Oxford University Press, Delhi.
7. Kamlesh singh, Social change in Modern India, Navyug publishers and distributors, New Delhi – 2008.
8. Milton singer and Bernard S. Cohn, Structure and Change in Indian Society, Rawat publications, Jaipur and New Delhi – 2001.
9. K.K. Pillay, The caste system in Tamilnadu, MJP Publication, Chennai- 2007.
10. Shakuntala Devi, caste system in India, pointer publishers, Jaipur- 1999.
11. Singh, Yogendra, Modernisation of Indian Traditions, , Rawat Publications, Jaipur, 1998.
12. Srinivas M.N – Social Change in India, . Allied Publishers, Bombay. 1996.

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify the Meaning and Scope of Gender Studies.
CO 2	Explain the role of Women Activists in India
CO 3	Estimate the Status of Indian Women in Different Sectors.
CO 4	Analyze the Impact of Glass Ceiling Effect.
CO 5	Distinguish various Legislations related to Women.

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

*For those who joined in 2019 onwards*

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

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

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

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

Counselling-Meaning-Definition-Scope of Counselling.

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

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

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

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

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

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

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

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

### **UNIT VI: DYNAMISM**

District Mental Health Programme – One Stop Centre

#### **Exercises :**

- Personal counselling and Group counselling.
- Identifying one's own self

- Exercises to assess their own self
- Self identity
- Defense mechanisms
- Identifying their own potentials
- Self counselling
- Peer counselling
- Group counselling

### **TEXT BOOK**

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

### **Reference Books:**

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

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Describe the Nature, Scope of Counseling.
CO 2	Identify the Origin and Growth of Counselling.
CO 3	Discuss the knowledge of Psychotherapy and clinical psychology.
CO 4	Summarize Importance of Positive Mental Health
CO 5	Estimate the stages of human development.

**II B.A**  
**SEMESTER -IV**

*For those who joined in 2019 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CR ED IT S</b>
<b>UASC</b>	<b>19S4CC10</b>	<b>SOCIAL DISORGANISATION AND SOCIAL PROBLEMS</b>	<b>CORE</b>	<b>6</b>	<b>4</b>

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

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

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

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

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

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

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

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

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

### **UNIT IV: COMMUNITY PROBLEMS (18 HRS)**

Group Conflict – Political, Inter-Communal Conflict, Youth Unrest and Terrorism -

Causes, Consequences and Remedies.

**UNIT V: METHODS OF INTERVENTION**

**(15 HRS)**

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

**UNIT VI: DYNAMISM**

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

**REFERENCES:**

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

**REFERENCE BOOKS:**

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

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify the causes of Social Disorganizations.
CO 2	Describe the Problems of Social Deviance.
CO 3	Estimate the social problems at Micro and Macro Level.
CO 4	Analyze the Problems Arises in Community.
CO 5	Classify the Intervention Methods in Different Sectors.



## SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE K	CREDIT S
UASC	19S4CC1 1	VISUAL PROGRAMMING	CORE	2	2

### COURSE DESCRIPTION

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

### COURSE OBJECTIVES

To impart the knowledge related with visual concepts and programs

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

### UNIT I: INTRODUCING VB

(6 HRS)

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

### UNIT II: CODE DESIGN

(6HRS)

Putting code

into VB-Message & Input Boxes-VB Looping.

### UNIT III: WORKING WITH CODE

(6 HRS)

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

### UNIT IV: PROGRAMMING WITH DATA

(6HRS)

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

### UNIT V: DATA REPORTS

(6 HRS)

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

## **UNIT VI: DYNAMISM: Executing Programs**

### **REFERENCES:**

#### **TEXT BOOK**

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

#### **REFERENCE BOOK:**

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

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Recall visual programming basics and its components.
CO 2	Explain code design in visual programming.
CO 3	Identify controls in visual programming.
CO 4	Examine Built-in Function of visual programming
CO 5	Analyze data reports.

## SEMESTER –IV

*For those who joined in 2019 onwards*

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

### COURSE DESCRIPTION

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

### COURSE OBJECTIVES

To equip the learner to develop simple programs.

To develop an application using visual basic.

#### I. SIMPLE PROGRAMS:

**(15HRS)**

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

#### II. DATABASE PROGRAMS:

**(10HRS)**

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

#### III. APPLICATION DEVELOPMENT:

**(5HRS)**

10. **Mini Projects – Data Base Applications)**

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Describe Visual Programming in Arithmetic Calculations
CO 2	Discover Database Programs
CO 3	Construct inventory report
CO 4	Discover Pay bill
CO 5	Analyze Data Base Applications in Visual Programming

## SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UASC	19S4AC4	PSYCHOLOGY OF ADJUSTMENT	ALLIED	5	5

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

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

To enable them to have effective interpersonal relationship.

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

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

### **UNIT II: MOTIVATION**

**(15 HRS)**

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

### **UNIT III: PROBLEMS OF ADJUSTMENT – STRESS**

**(15 HRS)**

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

### **UNIT IV: EMOTIONS**

**(15 HRS)**

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

**UNIT V: ADJUSTMENT AND DEVELOPMENT STAGES (10HRS)**

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

**REFERENCES:**

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Identify the concepts of Adjustment and Importance of Interpersonal Relationship.
CO 2	Outline the basic needs and drives.
CO 3	Estimate the sources of stress and Ego defense mechanisms.
CO 4	Classify the effects of emotions on personality.
CO 5	Compare the stages of human development..

## SEMESTER –IV

*For those who joined in 2019 onwards*

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

### COURSE DESCRIPTION

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

### COURSE OBJECTIVES

To understand the mechanism of counselling process.

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

#### **UNIT I: Approaches to Counselling (7 HRS)**

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

#### **UNIT II: Self – Concept (7 HRS)**

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

#### **UNIT III: Counselling Process (6 HRS)**

Counselling Process - Preparation for Counselling – Counselling relationship.

#### **UNIT IV: Counselling Interactions (5 HRS)**

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



**UNIT V: Counselling Interview****(5 HRS)**Meaning – **Non Verbal Communication(self study)** –Relationship Techniques.**TEXT BOOK:**

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

**REFERENCE BOOKS:**

1. Adjustment behavior and personality, Goodstein Lauyon, Arizona State University, 1975.
2. The Fundamental of Human adjustment, Norman L. Munn Bowdon in College, Houghton Mifflin Company – Bortan, 1961.
3. Abnormal Psychology and Modern Life. James C. Coleman, Scott, Foresman and company, 1998.
4. Psychology and Effective behavior. James C. Coleman, Foresman and Company.
5. Counselling and Guidance, Narayana Rao, Tata Mc.Graw- Hill Publishing company Ltd, New Delhi, 1991.

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	Describe the approaches of counselling process
CO 2	Interpret the concept of “Self”
CO 3	Discuss the steps involved in Professional Counselling.
CO 4	Estimate the Skills and Qualities of Counsellor
CO 5	Discover the need of Counselling in Specific Situations

**III B.A  
SEMESTER -V**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S5CC13</b>	<b>SOCIAL RESEARCH</b>	<b>LECTURE</b>	<b>6</b>	<b>6</b>

**COURSE OBJECTIVES:**

To equip the learners with research knowledge, skills and scientific approach to understand social reality.

To enable the learners to apply the knowledge of social research in their project works.

**UNIT I: SOCIALRESEARCH [15 HRS]**

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

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

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

**UNIT III: TOOLS OF SOCIAL INVESTIGATION [15 HRS]**

Observation-Pilot Study- Questionnaire - pre test and interview schedule, constructing a tool.

The art of interviewing, Advantages and disadvantages of observation, questionnaire and interview. Content analysis, case study, social survey, qualitative and quantitative methods

**UNIT IV: SAMPLING [15 HRS]**

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

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

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

**TEXT BOOKS:**

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

**REFERENCE BOOKS:**

1. S.P.Gupta, Statistical Methods. Sultan Chand and Sons, New Delhi, (1986).
2. Murray Morison, Methods in Sociology, Longman, London, (1986)
3. Clifford Hawkins and Marco Sorgi [Ed.] , Research, Narosha Publishing House, New Delhi, (1987).
4. Therese L. Bakera, Doing Social Research, Mcgraw Hill Book Company, New York, (1988).
5. Mrs. S. P. Singh, Research Methods in Social Sciences, Kanishka Publishers New Delhi – (2002).
6. Earl Babbie Practice of Social Research, Thomson Asia pvt.ltd. Singapore, (2004).
7. Minhajul hoda, Alim Akhter, Social Research – History, Strategies and Presentation Nizamuddin Khan, Academic Excellence, New Delhi , (2008).
8. Pillai RSN. Bagavathi, Statistics Theory and Practice Sultan Chand and Sons, New Delhi, (2008).
9. Moser and Kalton [1971, 1985], Survey methods in Social Investigation, Ashgate Dartmouth 1985.
10. T.S Wilkinson, P.L. Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House, 2003 [ISBN: 8178666022, 9788178666020]
11. Claire Selltiz [et.al], Research Methods in Social Relations, Holt, Rinehart and Winston, New York, 1965.

**III B.A**  
**SEMESTER -V**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S5CC14</b>	<b>SOCIAL GERONTOLOGY</b>	<b>LECTURE</b>	<b>6</b>	<b>4</b>

**COURSE OBJECTIVES:**

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

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

**Unit 1: Introduction to Social Gerontology (20 Hours)**

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

**Unit 2: Changes during Old age (15 Hours)**

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

**Unit 3: Social Problems Affecting Elders (20 Hours)**

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

**Unit 4: Society and Elderly (15 Hours)**

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

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

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

**TEXT BOOKS:**

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

**REFERENCE BOOK:**

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

## SEMESTER -V

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UASC	S5CC15	LAB-V SPSS	PRACTICAL	8	4

### **COURSE OBJECTIVES:**

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

To train students to use SPSS for their research.

### **Unit 1: Data and Data Creation**

**[20 Hours]**

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

### **Unit 2: Introduction to SPSS and Descriptive Statistics**

**[20 Hours]**

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

### **Unit 3:Data Handling**

**[20 Hours]**

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

### **Unit 4:Statistical Analysis with SPSS I**

**[25 Hours]**

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

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

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

### **Unit 5:Statistical Analysis with SPSS II**

**[20 Hours]**

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

**Text Books:**

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

**Reference Books:**

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

## SEMESTER -V

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGOR Y	HRS/ WEE K	CREDIT S
UASC	S5ME1	SOCIALDEMOGRAP HY	LECTURE	6	5

### **COURSE OBJECTIVE:**

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

### **UNIT I: NATURE AND SCOPE**

**[20HRS]**

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

### **UNIT II: SOURCES OF DEMOGRAPHIC DATA**

**[20HRS]**

Census, Vital Statistics, National Sample survey, U.N.Reports.

### **UNIT III: DEMOGRAPHIC PROCESSES**

**[20HRS]**

Fertility, Mortality, Migration– Definition, causes and determinants

### **UNIT IV: POPULATION THEORY**

**[15 HRS]**

Population Theory, Pre Malthusian, Malthusian Theory, Optimum Theory, Theory of Demographic Transition.

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

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

### **TEXTBOOK:**

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



**REFERENCEBOOKS:**

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

**III B.A  
SEMESTER -V**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S5SB3</b>	<b>HEALING THE CHILD WITHIN</b>	<b>LECTURE</b>	<b>2</b>	<b>2</b>

**COURSE OBJECTIVE:**

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

**Unit-1: The child within (6 Hours)**

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

**Unit-2: Discovering your children within (6 Hours)**

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

**Unit-3: Intimate adult relationships and with children within (6 Hours)**

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

**Unit-4: Healing and Transforming (6 Hours)**

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

**Unit V: Practical Exercises (6 Hours)**

- Risking telling our personal stories.
- Expressing our anger.
- different kinds of Guided imagery
- Verbal and written dialogues.
- Mirror works
- Drawings
- Using pictures from magazines
- Activities
- Rituals
- Use breath and bodywork
- Experience feelings during silence and meditations

- Bring up unresolved issues from the past.
- helping to love our own body
- identify self rejection
- exploring core issues in relationships
- identify your dualistic pattern
- games
- Forgiveness process
- Creating personal bills of rights

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

**III B.A  
SEMESTER -V**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S5SB4</b>	<b>EMOTIONAL MATURITY</b>	<b>LECTURE</b>	<b>2</b>	<b>2</b>

**COURSE OBJECTIVE:**

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

**Unit 1: (6 Hours)**

**The acceptance of feeling:**

Acceptance, awakening self-acceptance, integrative processing

**Unit II: (8Hours)**

**Feeling through the body:**

Storing negativity, thinking and feeling, releasing negativity, the wisdom of the body, loving your body

**Unit III: (8 Hours)**

**Sexuality:**

Meaning, me and my body, sexuality and prejudice, myth and reality of love- love as bribery, love as power, fear of love, the love and hate, abusive love, sexual addiction, sexual fantasies, victimless sex

**Unit IV: (8 Hours)**

**Awareness and Acceptance:**

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

**Exercise:**

The Therapeutic Encounter  
Working on Yourself  
Breath  
Affirm that you are processing  
Self Image

Future orientation / Hope  
Past orientation/ Idealizing  
Positive attitude  
Affirmations  
Problem solving  
Dream work

**Reference Books:**

1. Zoe Benjamin The Emotional Problems of Child hood, University of London Press, Ltd, London, 1948.
2. C.H.Patterson, Counselling the Emotionally Disturbed Harper and Brother, New York, 1958.
3. John Ruskan Emotional Clearing, Rider Publication, London, 1993.

**III B.A  
SEMESTER –VI**

<b>PROGRA MME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6CC16</b>	<b>SOCIOLOGICAL THEORIES</b>	<b>LECTURE</b>	<b>6</b>	<b>6</b>

**COURSE OBJECTIVE:**

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

**UNIT I: AUGUSTE COMTE [20HRS]**

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

**UNITII: HERBERT SPENCER [15HRS]**

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

**UNITIII:MAXWEBER [15HRS]**

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

**UNIT IV: KARLMARX [20HRS]**

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

**UNIT V: EMILEDURKHIEM [20HRS]**

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

**TEXT BOOKS:**

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

**REFERENCE BOOKS:**

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

**III B.A  
SEMESTER –VI**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6CC17</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>LECTURE</b>	<b>6</b>	<b>6</b>

**COURSE OBJECTIVE:**

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

**Unit 1: Introduction to Social Psychology (15Hours)**

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

**Unit 2: Social Cognition: (15 Hours)**

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

**Unit 3: Attitudes: (15 Hours)**

Characteristics, Formation, Attitudinal change.

**Unit 4: Prejudice and Stereotype: (15 Hours)**

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

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

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

**TEXT BOOKS:**

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

**REFERENCE BOOKS:**

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



5. Paliwal Suprithy, Social Psychology, RBSA publishers, Jaipur, 2002.
6. Nilambar Mukherjee, Social Psychology Dominant Publishers and Distributors, New Delhi – 2004.
7. Dr.Haseen Taj, An Introduction to Social Psychology, Neel kamal publications, New Delhi – 2007.
8. B. Kuppuswamy, Elements of Social Psychology, Konark publishers Pvt Ltd New Delhi – 2008.

**III B.A  
SEMESTER –VI**

<b>PROGRA MME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEE K</b>	<b>CREDI TS</b>
<b>UASC</b>	<b>S6CC18</b>	<b>WEB DESIGNING USING HTML</b>	<b>LECTURE</b>	<b>2</b>	<b>2</b>

**COURSE OBJECTIVE:**

To make the students to design Web pages.

To give introduction to the Internet, an exposure to resources and tools for using managing and creating material for the Internet and World Wide Web.

**UNIT I: BASIC PAGE STRUCTURES AND COLOR**

**[6HRS]**

Naming Conventions-UnderstandingTags-UsingSpecialCharacters-  
Understanding Hexadecimal Color – Using Web Safe Color – Specifying  
Document Colors

**UNIT II: TEXT AND LINKS**

**[6HRS]**

Formatting Paragraphs-Using Headings-Adding Emphasis-Formatting  
Fonts-Links to otherWebPages-AddingLinkstosectionwithinthesamepage-  
Addingothertypesof Links – Changing Link color- Customizing Links

**UNIT III: IMAGES AND LISTS**

**[6HRS]**

Using images in the fore ground-Specifying the height & width-Providing  
alternative Text for images-Linking Images-Using Borders-Aligning Images  
&t ext-Adding Space around Text-Using Images in the Background-Lists-  
Using ordered Lists-unordered lists- Definition Lists-Nesting Lists

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

Understanding Tables–Creating a Basic Table–Formatting Tables–Formatting Content in Table cells–Using Additional Formatting Techniques–Using Tables for Page Layout– Frames–Understanding Frames–Creating a Basic frameset–Formatting Frames– Creating Inline Frames –Creating Contents for Non-frames Capable Browser

**UNIT V: FORMS****[6HRS]**

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

**TEXTBOOK:**

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

**REFERENCEBOOK:**

- 1.Andy Holyer, HTML-In easy steps, Galgotia Publications Pvt. Ltd., New Delhi Reprinted in (1997).
- 2.C.Xavier,WorldWideWebDesignwithHTML,McGrawHillEducation,New Delhi, 2000.

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

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6CC19</b>	<b>LABVI-WEB DESIGNING</b>	<b>LECTURE</b>	<b>4</b>	<b>2</b>

**COURSE OBJECTIVE:**

To make the students to design Web pages.

To enhance the learners in generating statistical survey on social issues.

**HTMLPROGRAMSUSING**

1. HTMLBasic tags.
2. Marquee.
3. Link tags.
4. Image Maps.
5. Table Tags.
6. Form tags.
7. Frame tags.
8. Text blinking.
9. Creating a web pagewithcurrentevent.
10. Designing a website togenerate statistical survey on social issues.

**III B.A**  
**SEMESTER –VI**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6ME2</b>	<b>CRIMINOLOGY</b>	<b>LECTURE</b>	<b>6</b>	<b>6</b>

**COURSE OBJECTIVE:**

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

**UNIT I: NATURE AND SCOPE OF CRIMINOLOGY [12HRS]**

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

**UNIT II: SCHOOLS OF CRIMINOLOGY [18HRS]**

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

**UNIT III: PAROLE AND PROBATION: [15HRS]**

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

**UNIT IV: POLICE SYSTEM AND JUDICIAL SYSTEM: [15HRS]**

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

**UNIT V: CRIME PREVENTION [15HRS]**

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

**TEXT BOOK:**

1. Paranjape.N.V., CriminologyandPenology, Central Law Publications,(2004).

**REFERENCEBOOKS:**

1. RajendraPandey,SocialProblemsofContemporaryIndia,AshishPublications, (1994).
2. SiddiqueAhmad,Criminology–ProblemsandPerspectives,EasternBook Company, (2001).
3. Ram Ahuja, Social Problems in India, II Edition, Rawat Publications, (2003).
4. Ram Ahuja, Criminology, Rawat Publications, New Delhi, (2011).

**III B.A**  
**SEMESTER –VI**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6ME3</b>	<b>COMPREHENSIVE KNOWLEDGE OF SOCIOLOGY</b>	<b>LECTURE</b>	<b>4</b>	<b>4</b>

**COURSE OBJECTIVE:**

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

**CORECOURSES**

- S1CC1 - Principles of Sociology-I
- S2CC4 - Principles of Sociology-II
- S3CC7 -Indian SocialInstitutions
- S4CC10 - Social Disorganization &Social Problems
- S5CC13 - Social Research&Statistics
- S5CC14 - Social Gerontology
- S6CC16 - Sociological Theories
- S6CC17 - Social Psychology

**ALLIEDCOURSES**

- S1AC1 - Social Anthropology
- S2AC2 - Rural Sociology
- S3AC3 - Gender Studies
- S4AC4 - PsychologyofAdjustment

**MAJORELECTIVES**

- S5ME1 - Social Demography
- S6ME2 - Criminology

**III B.A  
SEMESTER –VI**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6SB5</b>	<b>LEADERSHIP SKILLS</b>	<b>LECTURE</b>	<b>2</b>	<b>2</b>

**COURSE OBJECTIVE:**

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

**Unit 1: Leadership: (6 Hours)**

Definition, Meaning, Explanation of Leadership Skills

**Unit 2: Attributes of Leadership Skills (6 Hours)**

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

**Unit3: (6 Hours)**

**Conflict Management:**

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

**Unit4: (6 Hours)**

**Feedback-**

Giving and Receiving

**Unit V: Practical Exercises (6 Hours)**

Role play

Games

Group work

**Text Book:**

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



**Reference Books:**

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

**III B.A  
SEMESTER –VI**

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UASC</b>	<b>S6SB6</b>	<b>COMMUNICATION SKILLS</b>	<b>LECTURE</b>	<b>2</b>	<b>2</b>

**COURSE OBJECTIVE:**

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

**UNIT I: Language and Communication** **[6 HRS]**

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

**UNIT II: Pattern of Communication:** **[6 HRS]**

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

**UNIT III: Active Listening:** **[6 HRS]**

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

**UNIT IV: Dimensions of Responding** **[6 HRS]**

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

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

- Dialogue
- Role play
- Situational conversation
- Exercise on Body language

- Exercise on Eye contact
- Training on constructive expression

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

1. Developing Communication skills, Krishna Mohan and Meera Banerji, Mac Millan India, Ltd, New Delhi, 1990.

2. Professional Communicational Skills, D. K. Pachauri, Aabishra Publishers, Jaipur, 2008.

**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**  
**B.A SOCIOLOGY WITH COMPUTER APPLICATIONS**  
**SELF LEARNING COURSE**  
**19UGSLS1-SOCIOLOGY OF EDUCATION**

**CREDIT: 2**

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**UNIT I: Education**

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

**UNIT II: Types and Agencies of Education**

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

**UNIT III: Contribution of Educational Thinkers**

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

**UNIT IV: Sociological Perspectives in Education**

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

**UNIT V: Indian Scenario of Education**

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

**Unit VI: Current Contours (only for discussion not for exam) :**

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

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

2. "Teacher and Education in the Emerging Indian society " Dash, B.N, , Neelakamal Publications Pvt. Ltd., Hyderabad, 2002.

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

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

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

## COURSE OUTCOMES

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

No.	Course Outcome
<b>CO 1</b>	This course first explores a various function of education and Importance of education in modern Indian society.
<b>CO 2</b>	This paper gives comprehensive knowledge about Types and Agencies of Education and how social institutions and individual experiences affects education and its outcome
<b>CO 3</b>	Students learn the Contribution of Educational Thinkers from India and western.
<b>CO 4</b>	To understand the Sociological Perspectives in Education Functionalists: Emile Durkheim, Robert King Merton. Marxists: Ivan Illich, Samuel bowler.
<b>CO 5</b>	Students understand the Education policy, Commissions and Committees on Education, Globalization and Privatization of Education.

**FATIMA COLLEGE (AUTONOMOUS), MADURAI- 625 018**

**DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**Value Added Crash Course on Introduction to NGO Management**

**HOURS: 30**

**Course Code – 19UGVAS1**

**COURSE DESCRIPTION**

This Course provides students with working knowledge of the administrative and organizational aspects of Non Government Organizations. Also this course focuses on the managerial challenges faced by the Non Government Organizations, their structure, functions and their interrelationships with other social institutions.

**COURSE OBJECTIVES**

To equip the students with the basic knowledge of Non Government Organizations and its functions for better society.

**UNIT I: INTRODUCTION TO NGO MANAGEMENT**

**[7Hours]**

NGO - Meaning, Nature, Scope, Characteristics, Importance.

**UNIT II: TYPES OF NGO**

**[7HOURS]**

Types of NGO – Charity based organizations, Relief based organizations, Rehabilitation based organizations, Service based organizations, Social Development and Empowerment.

**UNIT III: ADMINISTRATION**

**[6HOURS]**

Administration of NGO – Registration, Structure and Functions

**UNIT IV: FUND RAISING**

**[5 HOURS]**

Sources of fund for NGO – International, National, State level, Community and Individuals, Methods of Fund raising, Problems in Fund raising.

**UNIT V: FIELD EXPOSURE****[5 HOURS]**

Observation Visits to NGO- Charitable, Service Oriented, Trust, Society.

**TEXT BOOK:**

Management of NGO, Saket Sahu, Print Media Publication, Jaipur-302004, 2007

**REFERENCE:**

How to Start an NGO in India, Reddy S K, Navyug Books International, Delhi – 1100053, 2012

Voluntary Organizations and Social Welfare, Dr Rajkumar Siwach, Shankar Publications, Delhi – 1100053, 2013

NGO Management and Social Work, L K Singh, Neerta Axis Books Pvt. Ltd, New Delhi – 110 002, India 2013

The State of NGOs: A New Perspective, ChongthamNutanmanjuri, Maxford Book, New Delhi – 110 002, 2013

**COURSE OUTCOMES**

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

<b>No.</b>	<b>Course Outcome</b>
<b>CO 1</b>	Outline the Nature and Scope of Non Government Organizations
<b>CO 2</b>	Categorizing Types of NGO
<b>CO 3</b>	Understand the Structure and Functions of NGO
<b>CO 4</b>	Discover Sources of Fund raising and its problems
<b>CO 5</b>	Articulate the knowledge of NGO Observation