B.SC., (PSYCHOLOGY)

PROGRAMME PROJECT REPORT (PPR)

PROGRAMME'S MISSION & OBJECTIVES

Mission:

The mission of the Department of Psychology, Directorate of Distance Education, Alagappa University is to prepare Human Resource with capacity for knowledge creation with cutting-edge research human behavior to initiate socially relevant action and evolve into competent professionals across context.

Our Directorate of Distance Education integrates and service activities to advance ther overall mission of the University.

We strive to accomplish these goals through.

a. Objectives & Outcomes

Excellence in Teaching

Providing students with knowledge and skills about mind, brain and behavior through innovative and rigorous courses and rich experiential learning opportUNITies.

Excellence in Graduate Training

Producing the next generation of leaders in research, in teaching, and in the application of psychology.

Excellence in Service

Sharing our knowledge and expertise, applying it to the improvement of mental well being, and collaboration both locally and globally with researchers, our commUNITy and policy makers.

b. Relevance of the program with HEI's Mission and Goals:

Affording quality higher Education to the learners who are interested in pursuing higher education through distance mode, so that they are transformed into intellectually competent human resources that will help in the uplift of the nation in terms of Educational, Social, Technological, environmental and Economic magnificence (ESTEEM). This programme is very much effective in imparting quality education through flexi-timings.

Psychology helps explain how the inner-workings of the brain manifest in our everyday life. Psychology is so diverse in its focus and research, it also prepare students for a wide variety of carriers.

In accordance with the mission of Alagappa University as a research-intensive institution, the teaching programme of the master's programme in psychology is based on state of the art of scientific research and maintains a strong emphasis on the acquisition of academic and research skills.

c. Nature of prospective target group of learners:

The curriculum has been designed to fulfill the needs of diverse class of learners including a class having of low level of disposable income, rural dwellers, women, unskilled men, minorities etc. Especially this curriculum will fulfill the needs of the learners, professionals who are in teaching, social workers, medical practitioners and management professionals.

B.Sc., Psychology Employment Areas:

- Commercial and Industrial companies
- Financial organizations
- Marketing companies
- HR Departments
- Government Social Services
- Jails / Prisons
- Police Forces
- School, Colleges & Universities.

B.Sc., Psychology Job Types:

- Urban planning officer
- Staff Recruiter
- Social psychologist
- Human Resources Assistant
- Counseling Psychologist
- Child support specialist, social worker
- Special education teacher

- Career counselor & career employment specialist
- Psychotherapist / Psychologist
- Psychology consultant
- Educational psychologist

d. Appropriateness of the programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence

B.Sc., Psychology course suitability

Candidates should have good communication skills, patience, ability to work with all kinds of social / cultural and age groups are the essential for it.

They should have a genuine interest in people, their behavior and have empathy for their problems and needs.

They should be sensitive and caring and have the ability to understand people of very different backgrounds and upbringing.

Those who want to become lecturer at colleges / university level after their Master's degree plus NET, SET exams also are suitable for it.

How is B.Sc., psychology course beneficial?

B.Sc., psychology degree serves as a basis for further studies in this field such as B.Sc., Ph.D., and M.phil degree in psychology, the successful completion of which makes are eligible for the post of an Assistant Professor in any University / College.

The greatest scope after doing B.Sc., in Psychology is that it not only makes you eligible but also gives a better chance to qualify in Indian Civil Services exams and Tamilnadu Public Service Examinations.

Law schools are very common destination now-a-days for recent graduates in psychology.

They should have good communication and interpersonal skills which are necessary for the course.

e. Instructional Design:
   Curriculum Design:

Sl. No.	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max.	C Max.
FIRST YEAR						
I Semester						
1.	11911	Part 1 Tamil –I / Communication Skills-I	25	75	100	4
2.	11912	Part 2 English-I	25	75	100	4
3.	11913	Introduction to Psychology	25	75	100	4
4	11914	Human Development	25	75	100	4
		Total	**100**	**300**	**400**	**16**
II Semester						
5	11921	Part 1 Tamil –II / Communication Skills-II	25	75	100	4
6	11922	Part 2 English-II	25	75	100	4
7	11923	Social Psychology	25	75	100	4
8	11924	Industrial Psychology	25	75	100	4
		Total	**100**	**300**	**400**	**16**
SECOND YEAR						
III Semester						
9.	11931	Part 1 Tamil –III / Human Skills Development-I	25	75	100	4
10	11932	Part 2 English-III	25	75	100	4
11	11933	Psychological Statistics	25	75	100	4
12	11934	Psychopathology	25	75	100	4
		Total	**100**	**300**	**400**	**16**
IV Semester						
13	11941	Part 1 Tamil –IV / Human Skills Development-II	25	75	100	4
14	11942	Part 2 English-IV	25	75	100	4
15	11943	Cross Cultural psychology	25	75	100	4

16	11944	Educational Psychology	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		THIRD YEAR				
		V Semester				
17	11951	Human Resource Management	25	75	100	4
18	11952	Environmental Psychology	25	75	100	4
19	11953	Stress Management	25	75	100	4
20	11954	Practical	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		VI Semester				
21	11961	Health Psychology	25	75	100	4
22	11962	Guidance and Counselling	25	75	100	4
23	11963	Consumer Behavioural	25	75	100	4
24	11964	Psychological Adjustment	25	75	100	4
		Total	**100**	**300**	**400**	**16**

Course Code Legend:

1	1	9	X	Y

119 - B.Sc., Psychology Programme
   X -Semester No.
   Y - Course number in the semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C:

Credit Points, Max.: Maximum

No. of Credits per Course (Theory) - 4

No. of Credits per Course (Practical) - 4

Total No. of Credits per Semester - 16

Total No. of Credits of the Programme - 16 X 6 = 96

DETAILED SYLLABI:

SEMESTER – I

Course Code	Title of the Course
11911	**PART- I TAMIL - I**

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

கூறு 1

1. **கண்ணதாசன் - ஸ்ரீ கிருஷ்ண கானம்**
    1. புல்லாங்குழல் கொடுத்த
    2. குருவாயூருக்கு வாருங்கள்

கூறு 2

1. கோகுலத்து பசுக்கள்
2. கோகுலத்தில் ஒரு நாள் ராத்ரை
3. ஆயர்பாடி மாளிகையில்

கூறு 3

பட்டுக்கோட்டை கல்யாண சுந்தரம்
    1. நெஞ்சில் குடியிருக்கும்
    2. செய்யும் தொழிலே தெய்வம்

கூறு 4

1. **பாரதியார்**
கண்ணன் என் விளையாட்டுப்பிள்ளை
பாரத மாதா திருப்பள்ளி எழுச்சி

கூறு 5

1. பாரதிதாசன்   -   உலகப்பன் பாட்டு (5)
2. நாமக்கல் கவிஞர்   -   நோயற்ற வாழ்வு 7 பாட்டு
3. பெ.தூரன்   -   நிலா பிஞ்சு

கூறு 6

1. வல்லிக் கண்ணன்   -   வெறும் புகழ்
2. கு.ப.இராஜகோபாலன்   -   எதற்காக?
3. மீரா   -   பதினைந்து

கூறு 7

1. சிற்பி   -   சர்ப்ப யாகம்
2. ஞானக்கூத்தன்   -   தோழர் மோசிகீரனார்

கூறு 8

1. அப்துல் ரகுமான்   -   கண்ணும் எழுதேம்
2. சண்முக சுப்பையா   -   வயிறு

கூறு 9

1. சிலப்பதிகாரம்   -   வழக்குரை காதை
2. கம்பராமாயணம்   -   அயோத்தியா காண்டம்

கூறு 10

1. சீறாப்புராணம்   -   ஈத்தங்குலை வரவழைத்த படலம் (1)

கூறு 11

    தேம்பாவணி   -   காட்சிப்படலம்

    பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

    1.   இன்னவாயில்

    2.   கொழுந்துறும்

    3.   பஞ்(ச) அரங்கில்

கூறு 12

    தேம்பாவணி   -   காட்சிப்படலம்

    பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

    4.   எண்ணுளே

    5.   ஒண்தலங்கள்

    6.   இரவியேந்த கஞ்சக்

கூறு 13

    தேம்பாவணி   -   காட்சிப்படலம்

    பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

    7.   கன்னியாயதாயும்

    8.   ஏந்தி ஓங்கு உளத்து

    9.   ஆவ தேழுனர்

    10. கொல்லும் வேலொடும்

கூறு 14

    தேம்பாவணி   -   காட்சிப்படலம்

    பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

    11. என்ற வாசகம்

    12. அம்பினால்

    13. வேண்டும் ஓர் வினை

Course Code	Title of the Course
11911	**PART-I : COMMUNICATION SKILLS - I**

Learning objectives:

1. To make students to understand the basic skills of Communication.

2. To acquaint students with the important features of Communication skills.

Unit - I   Communication – Meaning – Types- Importance

Unit – II   Barriers to Effective Communication – Principles – Principles of Effective

Communication

Unit – III   Oral Communication – Meaning – Importance- Forms of Oral

Communication

Unit – IV   Intonation –Meaning – Function- Types

Preparation of Speech- Steps Involved

Unit – V   Principles of Effective Oral Communication

Unit – VI   Written Communication – Meaning –Steps – Importance- Advantages

Use of words and Phrases

Unit – VII   Sentence – Meaning –Sentence formation- Characteristics of an Effective

Sentence

Unit – VIII   Paragraph Writing –Essay Writing –Steps Involved –Outline-Layout – Contents-Drafting-Correction- Final Draft

Unit – IX   Application for Employment and Curriculum Vitae –Steps involved

Unit – X   Non –Verbal Communication – Meaning –Types –Body Language – Postures-Gestures –Facial Expressions –Eye Contact

Unit – XI   Report Writing –Report –Types of Reports –Format of a Report

Unit – XII   Essentials of a Good Report –Preparation of Report-Procedure Involved

Unit – XIII   Meetings-Purpose of the Meeting – Procedure

Unit – XIV   Group Discussion –Quality of Content-Participation –Logical Presentation –Behavioural Skills

References:

1. Krishna Mohan & Meera Banerjee, Developing Communication Skills, 2005.
2. Geetha Nagaraj, Write to Communicate, 2004.
3. Wren & Martin, English Grammar and Composition, 2002.
4. Dale Carnegie, How to Win Friends and Influence People, 1981.
5. Dale R Jordan, Language Skills and Use.
6. Gartside L. Bahld, Nagammiah and McComas, Satterwhite, Modern Business Correspondence.
7. Rajendra Pal and Kortahalli J S, Essentials of Business Communication.
8. Wallace, Michael J, Study Skills in English.
9. Editors of Readers Digest, Super Word Power.

Course Code	Title of the Course
11912	**PART-II : ENGLISH PAPER - I**

Learning objective:

- To make the students master the different topics prescribed in the Prose, Grammar and Composition.

Prose

UNIT – 1	Water-the Elixir of life	- C.V. Raman
UNIT – 2	Mrs. Packletide's Tiger	- SAKI
UNIT – 3	A Deed of Bravery	- Jim Carbett
UNIT – 4	The Cat	- Catharine M.Willson
UNIT – 5	On Letter Writing	- Alpha of the Plough
UNIT – 6	Our Ancestors	- Carl Sagan
UNIT – 7	Our Civilization	- C.E.Foad
UNIT – 8	A Hero on Probation	- B.R. Nanda
UNIT – 9	Dangers of Drug Abuse	- Hardin B. Fones

UNIT – 10   Food   - J.B.S. Haldane

Grammar

UNIT – 11   - Articles-Gerunds-Participles-Infinitives-Modals-Proposition –
Tenses.

UNIT – 12   - Direct and Indirect Speech-Transformation of sentences- Active
                   and passive voice.

Composition

UNIT – 13   - Letter writing - Precis writing - Developing hints.

UNIT – 14   - Dialogue writing - Paragraph writing.

References:

1. Sebastian D K, Prose for the Young Reader, Macmillan.

2. Active English Grammar, Ed. by the Board of Editors, Macmillan.

3. Modern English – A Book of Grammar Usage and Composition by
N.Krishnaswamy,   Macmillan Publishers.

Course Code	Title of the Course
11913	**INTRODUCTION TO PSYCHOLOGY**

Learning objectives:

• To introduce the students to the subject of psychology, nature, scope and
  schools of psychology.

• To familiarize the methods used in psychology and to facilitate their knowledge
  about causes of behaviour.

• To provide the knowledge of basic concepts in psychology.

UNIT 1: Introduction

Psychology Nature – Scope - Origin of psychology , Definition, Psychology- as a
Science, Specialities within Psychology, Psychology and other Disciplines -
Perspectives in Psychology:

UNIT 2: Biology of behaviour

Perspectives in Psychology: Psychodynamic - behavioural Humanistic - Bio
Psychological Evolutionary Socio cultural cognitive

UNIT 3: Work of Psychologists

Typical behaviour Patterns Brain ad Behaviour Neurons and synapses A guide to the nervous system Association context Behaviour and experience test and right hemisphere functions

UNIT 4: Methods of Assessment In Psychology

Goals of Psychological Enquiry, Introspective method Observation method Experimental method and correlation method

UNIT 5: Methods of Assessment In Psychology

Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Rating Scales, Checklists, Questionnaires, Psychological Tests, Cross-cultural Method.

UNIT 6: Sensory Process and perception

Sensory channels sensory processes vision learning smell taste skin sense from sensory process the perception process: Attending from perception visual depth perception constancy movement perception individual differences

UNIT 7: Foundations of Behaviour

(Nervous system The neuron the neural impulse the central nervous system the brain location of the brain functions Peripheral nervous system The endocrine system Impart of the functions of endoergic glands and summary 9Ref SK Mangal)

UNIT 8: Heredity and enrolment behaviour

Biological bases behaviour (heredity) nature environment behaviour (environment) Hormones on behaviour Genetics and behaviour sociological bass of behaviour Environment Behaviour Natural internal behaviour (Physical or material environment) and behaviour Man made environment subjective environment How these two affect behaviour Heredity Vs Environment

UNIT 9: Principle of learning

Classical Conditioning Instrumental conditioning cognitive Learning and learning some things are easier to learn than others

UNIT 10: States of consciousness

Nature of Consciousness Brain and consciousness nature of Consciousness normal walking consciousness directed consciousness Flowing consciousness divide consciousness Fantasy and Day dreaming Sleep stages of sleep renoland Non REM Sleep dreams The content of dreams functions and meaning of dreams circadian Rhythms

UNIT 11: Nature of consciousness

Altered states of consciousness characteristics of Altered states consciousness Hypothesis Depersonalization and near death experiences Meditation Altering consciousness with drugs

UNIT 12: Attention in psychology

Attention definition types of attention Overt and covert attention factors influencing attention neural correlates of attention characteristics of attention Assessment of attention , determinants of Attention

UNIT 13: Perception in psychology

Principles of perceptual organization constancies in perception size shape form space movement etc depth perception psychologists life span changes in perception extra sensory perception (ESP) illusion Plasticity of perception

UNIT 14: Aptitudes

meaning and nature of aptitudes - Aptitude ability and achievement - Intelligence - aptitude and Interest measurement of aptitudes and Utility of Aptitudes – Aptitudes tests (ref Sk Mangal)

References

1. Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.

2. Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.

3. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.

4. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: Mc Graw Hill.

5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.

6. Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.

7. Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamall

Course Code	Title of the Course
11914	Human Developmental

Learning Objectives:

- To learn about the history of the study of human development

- To comprehend the cultural notions of children and childhood

- To focus on Indian history and tradition in the exploration of human behaviour

- and development

- To provide a framework to locate human development and childhood in an

- interdisciplinary context

UNIT 1: Introduction

Introduction – Concept of human Development- Basic Concepts: Growth, Development, Stages Life span development and their characteristics

UNIT 2: Maturation Aspects of development

Maturation Aspects of development, Significant facts, Physical , social cognitive Moral principles of human development

UNIT 3: Factors influencing human

Ecological factors, heredity factors chromosomal abnormalities

UNIT 4: Parental Development and Infancy

Stages of parental development **–** teratogens and parental involvement   New born appearance reflexes assessment and states of infancy

UNIT 5: Physical and Motor development

Cognitive   and language development, psychological development- emotions , attachment and temperament

UNIT 6: Physical Development

Patterns of physical growth – the reflexes – structural and systematic changes – growth rate – Aging process – health factors

UNIT 8: Childhood

Early and middle childhood Physical and motor   development, cognitive development language development , emotions, play, aggression and altruism

UNIT 9: Intellectual Development

Approaches: Psychometric, Piagetian and Information Processing. Moral Development : Kohlberg's Levels of Morality, Language development and Acquisition of language

UNIT 10: Emotional and self Development

Emotions – The emerging sense of self – Emotions throughout life span development – Temperament Self Concept – socialization – identity crisis in adolescence – relationship with parents, peers, life partner and aging parents

UNIT 11: Puberty and Adolescents

Meaning biological changes , sexual maturation growth spurt, primary and secondary sexual characteristics, responses to physical changes, development of identity, Erikson and Marcia's vies, Adolescents relationship family , Peers Adult society

UNIT 12: Early Adult hood

Early Adulthood- Vocational adjustment foundation of intimate relationship and sexuality Marriage : Marital adjustment and conditions influencing it parenthood adjustment to parenthood

UNIT 13: Middle Adult hood

Psychical development – Occupational adjustment stable and unstable patterns, preparation for retirement psychological changes, coping with mid life crisis, changes in relationships marriage relationship with maturing children ageing parents siblings, grandparent hood , friendship

UNIT 14: Late Adulthood

Primary and secondary ageing, theories of ageing psychological aspects models of coping , models of successful ageing, lifestyle and social issues, work retirement and leisure. Personal relationship with adult children , siblings, great – grandparenthood stages and patterns of grieving

References

1. Hurlock, E. B., (2001) Developmental Psychology, New Delhi: McGraw Hill

2. Srivastava, A. K., (2002) Child Development: An Indian Perspective, New Delhi, NCERT.

3. Diane E. Papalia and Sally Wendkos Olds (1998) Human Development, McGraw Hill, INC

4. Papalia D.E (2004) Human Development 9th Edition New delhi Tata McGraw Hill

5. Berk L.c. (2008) child Development New Delhi: prentice Hall of India (Pvt) Ltd

SEMESTER –II

Course Code	Title of the Course
11921	PART-I TAMIL-II

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

கூறு 1

      தேம்பாவணி - காட்சிப்படலம்

      பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

14.   சொல் தவிர்ந்த
15.   அன்னை
16.   அஞ்சுவார்
17.   சொல்லக் கேட்டனள்
18.   மற்செய்கை
19.   மண்கனியப்
20.   அழுது ஆர்ந்த

கூறு 2

      தேம்பாவணி - காட்சிப்படலம்

      பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

21.   பொய் பொதுளும்
22.   இன்பு அருந்தி

23. வழுதாயின இன்பு
24. மறம் ஏவினர்

கூறு 3

தேம்பாவணி - காட்சிப்படலம்

பாடல் எண் (ஒவ்வொரு பாடலின் முதல்வரி)

25. மண்ணோர்கள்
26. பொய்யா விதியோய்
27. விடியா இருள்
28. அழுவார் எவரும்

கூறு 4

சிறுகதை - நீலபத்மநாபனின் "வான வீதியில்"

கூறு 5

உரைநடை - கம்பன் புறத்திணை - தி.சொக்கலிங்கம்

இலக்கணம் - எழுத்தும் சொல்லும்

கூறு 6

1. முதலெழுத்துகள், சார்பெழுத்துகள்
2. மொழி முதலெழுத்துகள் , மொழி இறுதி எழுத்துகள்

கூறு 7

1. ஒற்றெழுத்து மிகலும் மிகாமையும்,
2. ஆகு பெயர் , அன்மொழித் தொகை.
3. வினா-விடை வகைகள்

கூறு 8

1. தமிழ்ச் சொல்லமைப்பின் சிறப்பு — பெயர், வினை, இடை, உரி வடிவங்கள் ,
2. பிற மொழிச் சொற்களைத் தமிழில் ஆளும் முறைகள்

கூறு 9

3. அல் வழி, வேற்றுமைப் புணர்ச்சிகள்
4. திணை, பால் , எண் , இட இயைபு.

தமிழ் இலக்கிய வரலாறு

கூறு 10

1. இக்கால இலக்கிய வகைகள்
   அ) மரபுக் கவிதை

   ஆ) புதுக் கவிதையின் தோற்றமும் வளர்ச்சியும்

கூறு 11

1. உரை நடை இலக்கியங்கள் - தோற்றமும் வளர்ச்சியும்

   அ) கட்டுரை   ஆ) சிறுகதை

   இ) புதினம்   ஈ) நாடகம்

கூறு 12

1. இக்கால இலக்கியக் களங்கள்

திரைப்படம் , தொலைக்காட்சி, வானொலி, இதழ்கள் தமிழுக்கு ஆற்றி வரும் பணிகள்

கூறு 13

1. **தமிழும் சமயமும் :**

அ) சைவம்   ஆ)வைணவம்   இ)சமணம்   ஈ)பௌத்தம்   உ)இசுலாம்

ஊ) கிறித்துவம்

கூறு 14

1. **பிற்காலக் காப்பியங்கள் :**

அ) கம்பராமாயணம்   ஆ) பெரியபராணம்

2. **இணையம் - பற்றிய செய்திகள்**

Course Code	Title of the Course

| **11921** | **PART-I : COMMUNICATION SKILLS - II** |

Learning objectives:

1. To make students understand the basic skills of Communication.
2. To acquaint students with the important features of Communication skills.

Unit – I   Code and Content of Communication Skills

Unit – II   Stimulus and Response of Communication Skills

Unit – III   Effective Speaking Guidelines

Unit – IV   Pronunciation Etiquette of Communication Skills

Unit – V   Phonetics in Communication Skills

Unit – VI   A self Assessment of Communicating Soft Skills

Unit – VII   Language Skills –Ability –Skill Selected Need- Learner Centre activities

Unit – VIII   Listening Skills –Importance –Types of Listening- Interview Skills

Unit – IX   Conversation Skills –Modes

Unit – X   Presentation Skills - Preparing –Planning-Presentation

Unit – XI   Written Communication –Structure of Effective Sentences –Paragraph

Unit – XII   Technical Writing-Creative Writing- Editing and Publishing

Unit – XIII   Corporate Communication Skills-Internal –Effective business writing –

Letters, Proposals, Resume

Unit – XIV   Corporal Communication Skills-External - Press release - Newsletters-

Interviewing skills

References:

1. Dutt. Kiranmai & Geeta Rajjevan. Basic Communication Skills. Rev.ed. Foundation Books Pvt.Ltd. Cambridge House, New Delhi 2006.

2. Bill R. Swetmon. Communication Skills for the 21st Century. Chennai: Eswar Press. First South Asian Edition 2006.

3. Glass. Lillian. Talk to Win. New York: Perigee Books,1987.

4. Pease. Alan. Signals: How to Use Body Language for Power, Success and Love, New York: Bantam Books, 1981.

5. Walters. Lilly. Secrets of Successful Speakers. New York: McGraw-Hill, Inc., 1993.

6. Mandal. S.K. How to Succeed in Group Discussions & Personal Interviews. Mumbai: JAICO Publishing House.

7. Rogoff. Leonard and Ballenger. Grady. Office Guide to Business Letters, Memos & Reports. New York: Macmillan, 1994.

8. Krishna Mohan & Meera Banerjee, Developing Communication Skills, 2005.

9. Geetha Nagaraj, Write to Communicate, 2004.

10. Wren & Martin, English Grammar and Composition, 2002.

11. Rajendra Pal and Kortahalli J S, Essentials of Business Communication.

Course Code	Title of the Course
11922	**PART-II : ENGLISH PAPER - II**

Learning objective:

- To make the students master the different topics prescribed in the Poetry and Language use Sections.

Poetry

UNIT – 1	Sonnet	- William Shakespeare
UNIT – 2	Lines Composed upon Westminster Bridge	-William Wordsworth
UNIT – 3	Grecian Urn	- John Keats (1795-1827)
UNIT – 4	Andrea Del Sarto	- Robert Browning (1812-1889)
UNIT – 5	The Road Not Taken	- Robert Frost (1874-1963)
UNIT – 6	Strange Meeting	- Wilfred Owen (1813-1918)
UNIT – 7	Gitanjali	- Rabindranath Tagore (1861-1946)
UNIT – 8	The Coromandel Fishers	- Sarojini Naidu
UNIT – 9	The Express	- Stephen Spender
UNIT – 10	Shakespeare : The Merchant of Venice	

Language Use:

UNIT – 11   Essay writing

UNIT – 12   Note Making

UNIT – 13   Report writing

UNIT – 14   Comprehension

References:
1. The Golden Quill, P.K. Seshadri, Macmillan.
2. The Merchant of Venice, Shakespeare. (Any overseas edition).
3. Active English Grammar, Ed. by the Board of Editors, Macmillan.
4. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

Course Code	Title of the Course
I11923	SOCIAL PSYCHOLOGY

Learning objectives:

- Summarize general information, through in-class discussion and assignments, pertaining to social
- psychological theories; Demonstrate knowledge, through examination procedures, of the major theories and research
- findings in social psychology.
- Become familiar with social psychological literature through independent reading and writing
- assignments.
- Apply social psychological theories and principles to your everyday behavior.

UNIT 1: Social Psychology

Scope and Methods of Social Psychology: Field of social psychology – Relation of psychology – Sociology and Anthropology – Practical Vs. Scientific knowledge – Social interaction and social influence and some variables under study – Society and culture – Interpersonal response traits –

UNIT 2: Methods of social psychology

Methods of social psychology – Observation -experiment - correlational method – Situational observation. Development of Social Behavior: Social behavior of Animal – Social life among insects – Territoriality, Dominance and status – Mammals – Social development in children – Infant social relation in early childhood.

UNIT 3: Individual Society and Culture:

The individual – Society – Social reality – Socio-economic status – Closed society and open society and culture primary and secondary groups – Rural and urban language – Child rearing practices – Values.

UNIT 4: Perceptional Process

Social Perception: Perceptional process in infancy – Cognitive theories – personal factors- influence of wants and goals.

Person Perception: Nature of person perception – Impression formation – Halo effect – Stereotype – Order effect – Attribution process – Accuracy of judgements – Two traditions of person perception in India.

UNIT 5: Language and Communication:

Communication behavior – Language and communication-signs, signals and symbols – Language a cultural product – Meaning of meaning – Language and socialization.

UNIT 6: Sociometry

Interpersonal Attraction: Sociometry – Theories of interpersonal attraction – Attraction and social interaction.

Social Motivation: Behavior is biogenic and sociogenic – Social drives – Need for affection, dependence, aggression, self-assertion – Achievement motivation – Maslow's theory – Social incentives – Rewards and punishments praise and reproof – Competition and co-operation.

UNIT 7: Social Attitudes

Definition – Components – Beliefs, attitudes and values – formation of attitudes – Measurement – Method of social distance – Thurston's method – Likert's method – Osgood's method of semantic differential – Processes of attitude change – Persuation radicalism and conservatism – Diffusion of innovations – Resistance to change – Attitude and behavior – Theories – Indian studies – Gandhian methods.

UNIT 8: Groups Formation of Groups

Kinds of groups – Togetherness – Small groups – properties of group – Formal and informal groups – Group structure – Group norms – Experimental studies – Village factions – Group effectiveness, cohesiveness – Reference group – Group morale – Group dynamics.

UNIT 9: Conformity and Deviation:

Conformity – Deviation – Social mobility – Crime and delinquency.

UNIT 10: Leadership and Social Power

Leadership and Social Power: Leadership and dominance – Institutional leaders – Dominant leaders – Persuasive leaders – Expert – Experimental studies – Traits – situational test – Factorial studies – Democratic Vs. authoritarian leaders – Leaders and the led – Theories of leadership – Emerging pattern of rural leadership in India – Social Power – Bases of power – Exchange theory.

UNIT 11: Public Opinion

Propaganda and Prejudice: Public opinion – Meaning – Process – Steps in opinion formation – Role of leaders – Gauging public opinion – Survey method – Propaganda –

Its relation to education – Language and propaganda – Role of suggestion – Techniques – Prejudice – Characteristics – Growth – Forms of hostile action – Methods to reduce prejudice.

UNIT 12: Collective Behavior

Mass society – Audience – Mob behavior – Kinds of mobs – Theories of crowd behavior – Rumours and mass hysteria, fads and crazes – Social movements.

UNIT 13: Social Change

Definition – Psychological processes involved – Barriers to change – Attitude toward innovation – Values and norms – Problems of motivation.

UNIT 14: Social Conflicts and their resolution:

Tensions and conflicts – Various problems in Indian society leading to conflicts – Gandhian techniques resolution.

National Integration: Characteristics of a nation – Barriers to the growth of integration – Religion not a factor – Role of social learning.

References

1. Baron R A, and Byrne D, Social Psychology, 7th edn, New Delhi: Prentice Hall of India Private Ltd., 1999.

2. Feldman R S, Social Psychology, 2nd Edn, New Jersey: Prentice Hall Inc., 1998.

3. Krech D, Crutchfield S and Ballachey E L, Individual in Society: Text Book of Social Psychology, Tokyo: Hill Kiogakuha, Ltd.,1962.

4. Kuppuswamy B, An Introduction to Psychology, Bombay, Media Promoters & Publishers Pvt. Ltd, 1980.

Course Code	Title of the Course
11924	**INDUSTRIAL PSYCHOLOGY**

Learning Objectives:
UNIT 1: Industrial psychology

Industrial psychology: Definition – Nature – Scope – Objectives – Areas covered in industrial psychology

UNIT 2: Contribution of industrial psychology – Basic Concepts – Foundations of industrial psychology.

UNIT 3: Individual Behaviour

Individual Behaviour: Individual Differences: Meaning – Nature – Dimensions – Values of individual differences in industries

UNIT 4: Factors influencing Individual Behaviour

Factors influencing Individual Behaviour: Personality – Learning – Ability – Perception – Attitude – Job Satisfaction: Factors influencing job satisfaction.

UNIT 5: Morale

Morale: Morale: Meaning – Types – Aspects – Characteristics of high and low morale – Essential requirements for high morale – Psychological requirements for high morale.

UNIT 6: Motivation:

Meaning of Motivation – Importance – Types – Motivation in industry – Monetary and non-monetary incentives. Fatigue, Boredom and Monotony: Meaning – Causes – Remedies.

UNIT 7: Group Behaviour

Group Behaviour: Groups: Meaning – Definition of Group - Types – Group dynamics – Group norms – Group cohesiveness –Advantages of group

UNIT 8: Leadership

Leadership: Definition of Leadership- Meaning – Types – Importance of leadership – style of leadership- Qualities of a successful leader.

UNIT 9: Leadership Skill

Organisation of culture- Role model – Behaviour Adjustment- team Work-Performance-Creativity –Interpersonal Intra personal skill-cultural flexibility –communication –Self assessment of learning

UNIT 10:Stress:

Meaning – Sources of stress – Causes of stress – Managing stress – Nature of stress-Stress management –Ethical dilemmas- Work Environment Factors

UNIT11: Maladjusted Worker

Maladjusted Worker: Meaning – Causes of Maladjustment –Readjustment. Of Maladjustment worker

UNIT 12: Counselling

Meaning – Significance – Types and process – Employee health, safety and security – Industrial accidents – Accident proneness – Prevention of accidents – Quality of Work

UNIT 13 : Life

Meaning – Importance – Factors affecting quality of work life

UNIT 14: Work Motivation

Attitude of working culture –Behaviourism -Work Place –Psychological Health

References

1. Ghosh P K & Ghorpade M B, Industrial Psychology, Himalaya Pub, Mumbai.

2. Ramnath Sharma, Industrial Psychology, Rajhans Prakashan Mandir, Meerut.

3. Arnold John et-al, Work Psychology: Understanding human behaviour in the work place, Macmillan, Delhi.

Course Code	Title of the Course
11931	PART -1 TAMIL -III

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

கூறு 1: பத்துப்பாட்டு – முல்லைப்பாட்டு

கூறு 2: எட்டுத்தொகை – ஐங்குறுநூறு

கூறு 3: கபிலர் - குறிஞ்சித்திணை

கூறு 4: மஞ்ஞைப்பத்து – முதல் மூன்று பாடல்கள்

கூறு 5: குறுந்தொகை – பரணர் பாடல்கள் பா. எண். 19, 24, 36, 128, 399

கூறு 6: நற்றிணை –   பெருங்குன்றூர்கிழார்   - பா. எண். 5

          பெருவழுதியார்   - பா. எண். 55

          பெருங்கௌசிகனார்   - பா. எண். 139

கூறு 7: நற்றிணை –   கருவூர்க்கோசிகனார்   - பா. எண். 214

          உலோச்சனார்   - பா. எண் 249

கூறு 8: அகநானூறு – சேந்தம்பூதனார் பாடல்கள் பா.எண். 84, 207

கூறு 9: புறநானூறு – மறோக்கத்து நப்பசலையார் பாடல்கள்

          பா. எண். 37, 39, 126, 226, 280

கூறு 10: பதினெண் கீழ்க்கணக்கு – திருக்குறள் - வாழ்க்கைத் துணை நலம் (6),
          அறிவுடைமை (43), பிரிவாற்றாமை (116)

கூறு 11: நான்மணிக்கடிகை – எள்ளற்க (3), பறைபடவாழா (4),

கூறு 12: நான்மணிக்கடிகை - மண்ணயறிப (5),கள்ளிவயிற்றில் (6), கல்லிற்பிறக்கும்(7)

கூறு 13: நாடகம் - இராசராசசோழன் - அரு. இராமநாதன்

கூறு 14: நாவல் - சுவடுகள் - இரா. பாலசுப்பிரமணியன், சத்யா வெளியீடு, மதுரை

Course Code	Title of the Course

11931	**PART-I : HUMAN SKILLS DEVELOPMENT - I**

Learning objective:

1. To Make the Students develop human skills.

Unit – I   Human Skills –Developing skills-Types

Unit – II   Mind-Levels of functions

Habits-Meaning-Types-Merits of good habits - Interpersonal Relationship-Features- Interpersonal Behaviour

Unit – III   Thinking ahead- Significance of thinking ahead

Unit – IV   Developing Personality-Meaning -Need- Factors influencing personality, Ways of developing personality -Building positive personality

Unit – V   Self-concept-Self-esteem-Meaning-Importance - Self- efficacy-Self-acceptance-Meaning-Importance -   Etiquette-Meaning-Etiquettes in using mobile, telephones-Dais Etiquette

Unit – VI   Goal-setting Skills-Meaning-Types-Importance-

Unit – VII   Decision-making skills-Meaning-Types-Steps in decision-making

Unit – VIII Negotiating Skills-Styles-Structure-Creating negotiation-Competitive Negotiation

Unit – IX   Attitudes-Meaning-Types-Importance-Developing positive attitudes

Unit – X   Coping with Change-Meaning-Characteristics-Importance of change Resistance to change-Dealing with change

Unit – XI   Leadership-Meaning-Importance-Characteristics-Styles-

Unit – XII   Human Relations Skill-Need-Canons of good human relations

Unit – XIII Counselling-Meaning-Importance-Forms- Conflicts-Meaning-Types-Causes-Effects-Managements of conflicts

Unit – XIV   Stress-Meaning-Types-Causes-Effects-Managing the stress - Anger-Meaning-Causes-Consequences-Anger Management

References:

1. Les Giblin, Skill with People, 1995.
2. Shiv Khera, You Can Win, 2002.
3. Christian H Godefroy, Mind Power.
4. Dale Carnegie, How to Enjoy Your Life and Your Job, 1985.
5. Natalie H Rogers, How to Speak without Fear, 1982.
6. Dale Carnegie, How to Develop Self-Confidence and Influence People by Public Speaking.

Course Code	Title of the Course
11932	**PART-II : ENGLISH PAPER - III**

Learning objective:

- To make the students master the different topics prescribed in the Short Stories, One Act Plays, Grammar and Composition.

Short Stories

UNIT – 1   A Hero   - R.K. Narayanan

UNIT – 2   The Diamond Necklace   - Guy de Maupassant

UNIT – 3   The Verger   - Somerset Maugham

UNIT – 4   The Postmaster   - Rabindranath Tagore

One Act Plays

UNIT – 5   The Proposal   - Anton Chekhou

UNIT – 6   The Boy Comes Home   - A.A. Milne

UNIT – 7   The Silver Idol   - James R. Waugh

UNIT – 8   Progress   - St. John Ervine

UNIT – 9   The Pie and the Tart   - Huge Chesterman

UNIT – 10   Reunion   - W.st. Joh Tayleur

UNIT – 11   A kind of Justice   - Margaret Wood

UNIT – 12   The Refugee   - Asif Currimbhoy

Grammar

UNIT – 13   Parts of speech-Noun- Pronoun- Adjective

                  Degrees of Comparison- Verb- Adverb

Composition

UNIT – 14   Agenda- Minutes- Notice- Descriptive Writing

References:

1. Aroma, Ed. by the Board of Editors, Publishers- New Century Book House, Chennai.

2. Six Short Stories, Ed. by the Board of Editors, Harrows Publications, Chennai.
One Act Plays, Ed. by the Board of Editors, Harrows Publications, Chennai.

3. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

4. English for Communication, Ed. by the Board of Editors, Harrows Publications, Chennai.

Course Code	Title of the Course
11933	**Psychological Statistics**

Learning Objectives:

Objectives

☐ To enable students to appreciate various statistical methods used for analysing psychologicaldata.

☐ To facilitate competencies to analyse data for interpreting the psychological implications.

☐ To develop and facilitate knowledge and skills in utilizing computer packages for statistical analyses.

UNIT 1: Statistics

Definitions of statistics Importance of Statics in Psychological and Research Collections of Data Primary and Secondary-classification of Data Formation of Frequency distribution

UNIT 2: Diagrammatic and Graphical

Diagrammatic and Graphical representation of Statistical Data Simple Multiple sub divided, percentage Bar Diagram and Pie diagram – Histogram Frequency polygon Frequency Curve, Ogives

UNIT 3: Measures of Central Tendency

Measures of Central Tendency Mean Median Mode Geometric Mean and Harmonic Mean

UNIT 4 : Measure of Dispersion

Measure of Dispersion range Quartile Deviation, Mean Deviation (about mean) Standard Deviation and Co efficient of variance –concept of Skeweness –Karl Pearson and Bowley's coefficient of Skeweness –Simple Problems- Kurtosis 9concpet only)

UNIT 5: Correlation

Correlation-Scatter diagram – Karl Pearson co efficient of correlation Spearmen's Rank correlation – regression equation –Properties of regressive coefficient simple problems

UNIT 6: Concept of probability

Concept of probability basic Definition- mathematical and statistical approach – Addition and multiplication Theorems(without proof) simple Problems

UNIT 7 : Normal Distribution

Concept of Probability, Meaning, Importance and Characteristics of Normal Probability Curve, Deviations from Normal Probability Curve

UNIT 8: Binomial Distributions

Skewness and Kurtosis, Applications of NormalProbability Curve, Binomial Distributions.

UNIT 9: Analysis Of Variance

Purpose and Assumptions of Analysis of Variance, One way and Two way Analysis of Variance

UNIT 10: Non-Parametric Tests

Nature and Assumptions, Distribution Free Statistics, Chi-square, Contingency Co-efficient, Median and Sign test, Friedman test

UNIT 11: Preparation of Data for Computer Analysis

Familiarisation with Software Packages for Statistical Analysis and their Applications.

UNIT 12: Inferential Statistics

Introduction to Inferential Statistics and Hypothesis Testing about the Difference between Two Independent Means: The meaning of Statistical Inference and Hypothesis Testing; Hypothesis Testing about the difference between Two Independent means; Null and the Alternative Hypotheses;

UNIT 13: The Random Sampling Distribution

The Random Sampling Distribution of the Difference between Two Sample Means; Properties of the Sampling Distribution of the Difference between Means; Choice of HA: One-Tailed and Two-Tailed Tests;

UNIT 14: Interpreting the Results of Hypothesis Testing

A Statistically Significant Difference versus a Practically Important Difference; Errors in Hypothesis Testing; Power of a Test; Levels of Significance versus p-Values.

References

1. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon InternationalPublishers.

2. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.

3. Guilford, J. P., & Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore:McGraw Hill.

4. Girija, M., Sasikala, L., & Girija. (2004). Introduction to Statistics.1st ed. New Delhi: Vrinda Publications.

5. Bhandarkar, K. M. (2006). Statistics in Education. 1st ed. Hyderabad: Neelkamal.

6. Kumar, P. (2006). Psychological Statistics. 1st ed. Jaipur: Aavishkar Publishers.

Course Code	Title of the Course
11934	**Psychopathology**

Learning Objectives:

1. Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.

2. Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions covered in the course.

3. Be familiar with and able to discuss the DSM-IV multiaxial classification of mental disorders and the criteria for diagnosing these disorders.

4. Be able to apply the DSM-IV classification system in determining the appropriate diagnosis of clinical cases.

5. Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective intervention strategies to treat a broad spectrum of psychopathological conditions.

UNIT 1: Abnormal Behaviour

Meaning- Historical conceptions of Abnormal behaviour; Biological viewpoint, Psychosocial viewpoint and Sociocultural viewpoint

UNIT 2: Anxiety Disorders: panic disorders & agoraphobia: Specific phobias, Social phobia; Generalized anxiety disorder; Obsessive compulsive disorders

UNIT 3: Somatofoim & Dissociative disorders

Somatization disorder, hypochondriasis, Pam disorder, conversion disorder; Dissociative Amnesia, dissociative fugue, dissociative trance disorder, dissociative identity disorder, multiple personality disorder

UNIT 4: Personality Disorders

Clinical Features, Types, Causal factors in Personality disorder, Treatment: Anti-Social (psychopathic) Personality - clinical picture, casual factors & treatment

UNIT 5: Mental Retardation

Definition of mental retardation, levels of mental retardation, Causes - biological, psychosocial deprivation Types of Mental Retardation,

UNIT-6 Mental Illness: Signs, symptoms and syndromes. Causes of abnormal behaviour: biological, psychological, social, and cultural factors.

UNIT-7 Organic Mental Disorders

Treatment Organic mental disorders - delirium, dementias associated with Age - Alzheimer's disorder, causal factors & treatment

UNIT 8 : Conversion and dissociative disorder

UNIT 9: Psychological models of psychopathology

Biological, psychodynamic, behavioural, cognitivebehavioural.

UNIT 10:Psychotic Disorder

 Symptoms, types, etiology, and treatment: Schizophrenia and delusional

disorder.

UNIT 11: Classification systems in psychopathology

ICD-10 and DSM–5; Approaches to   psychopathology: Biological, psychodynamic, behavioral, cognitive, and socio-cultural, social constructionist.

UNIT 12: Trauma and stress related disorders

PTSD, Dissociative disorders: Dissociative identity disorders, derealization disorders.

UNIT 13: Eating and sleep disorders

Anorexia nervosa, Bulmia nervosa, Insomnia and Narcolepsy.

UNIT 14: Schizophrenia spectrum and other psychotic disorders

Schizophrenia, delusional disorder, brief psychotic disorder. Bipolar and related disorder: Bipolar I, &II, cyclothymic disorder. Depressive disorder: Disruptive mood dysregularities, major depressive disorder.

References

1. Barlow David H. & Durand, V.Mark (1995) Abnormal Psychology, Brooks / Cole Publishing Co.
2. Carson, Robert, Butcher, James V., Coleman, James (1988): Abnormal Psychology and Modern Life, VIII edition, Scott, Frismand & Co.
3. Lamm, A. Introduction to Psychopathology. New York: Sage
4. Buss, A.H. (1999). Psychopathology. New York: John Wiley
5. Carson, R.C., Butcher, J.N. & Mineka, S. (2010). Abnormal Psychology and Modern Life. Pearson Education, Inc. and Dorling Kindersley Publication Inc.
6. Sarason, G.I. & Serason, R.V. (2007). Abnormal Psychology: The Problem of Maladaptive Behaviour (II Edition). Pearson Education, Inc. and Dorling Kindersley Publication Inc.
7. Singh , A.K. Adhunik Asamanya Manovigyan. N. Delhi: Motilal Banarasidas
8. Krochin, S.J. (2004). Modern Clinical Psychology. CBS Publishsers abd Distributors Pvt. Ltd.
9. American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders:DSM-5. American Psychiatric Pub.
10. Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd Ed). Pacific Grove: Brooks/Cole.
11. Buss. A. H. (1999). Psychopathology. New York: John Wiley.
12. Butcher, J.N. (2014). Abnormal Psychology. New Delhi: Pearson Education
13. Carson, R. C., Butcher, J. N., &Mineka, S. (2001). Abnormal psychology and modern life (11thEd.). New York. Allyn and Bacon
14. Kaplan, H. J., &Sadock, B. J. (2004). Synopsis of comprehensive textbook of psychiatry (10thEd.). Baltimore: Williams &Wlkins.
15. Sarason. I. G. &Sarason, B. R. (2006). Abnormal psychology. (11 thEd). Delhi: Prentice Hall India.

Course Code	Title of the Course
11941	PART 1 TAMIL IV

நோக்கம் : மொழி அறிவு, இலக்கண அறிவை வளர்த்தல்

கூறு 1: செய்யுள் உறுப்புகள் - யாப்பு - எழுத்து, அசை, சீர்,

கூறு 2: செய்யுள் உறுப்புகள் - யாப்பு - தளை, அடி, தொடை

கூறு 3: வெண்பா, ஆசிரியப்பா, கலிப்பா, வஞ்சிப்பா,

கூறு 4: புதிய யாப்பு வடிவங்கள் - சிந்து, கண்ணி, கீர்த்தனை

கூறு 5: புதுக்கவிதையில் குறியீடு – படிமம்.

கூறு 6: அகப்பொருள் - புறப்பொருள் - ஐந்திணை விளக்கம்

கூறு 7: அகப்பொருள் துறைகள் - வரைவு கடாதல், அறத்தொடு நிற்றல்,
உடன்போக்கு

கூறு 8: புறப்பொருள் துறைகள் - வஞ்சினக்காஞ்சி, கையறுநிலை, செவியறிவுறூஉ

கூறு 9: அணி இலக்கணம் - உவமை, உருவகம், வேற்றுமை, பிறிது மொழிதல்,
தற்குறிப்பேற்றம், சிலேடை, பின்வருநிலை.

கூறு 10: நிறுத்தல் குறிகள்.

கூறு 11: தொல்காப்பியம் - சங்கஇலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு,

கூறு 12: பதினெண்கீழ்க்கணக்கு.

கூறு 13: ஐம்பெருங்காப்பியங்கள் - பிற்காலக் காப்பியங்கள் - கம்பராமாயணம் -
பெரியபுராணம்.

கூறு 14: இக்காலக் காப்பியங்கள் - பாரதியின் பாஞ்சாலி சபதம் - பாரதிதாசனின்
பாண்டியன் பரிசு - கண்ணதாசனின் இயேசு காவியம் , சிற்பியின் - மௌன மயக்கங்கள்.

Course Code	Title of the Course
11941	PART-I : HUMAN SKILLS DEVELOPMENT - II

Learning objective:

1.   To Make the Students develop human skills.

Unit – I   Guidance & Counselling – Role of Counsellor - Importance and Techniques of counselling

Unit – II   Managerial skill- Need – Importance

Unit – III   Human relational skills-Communication-Attention

Unit – IV   Conceptual skills-Meaning-Importance

Unit – V   Technical skills-Techniques-Practices-Tools-Procedures

Unit – VI   Presentation skills-Planning-Preparation-Delivery

Unit – VII   Organization skills-Meaning-Nature-Importance-Types

Unit – VIII   Multi-Tasking skills Responsibilities-Causes

Unit – IX   Leader- Qualities of a good leader

Unit – X   Understanding Skills -Human systems: Individual, Group, organization, and their major interactions

Unit – XI   Understanding Skills -Human systems: Community and Society, and their major interactions

Unit – XII   Problem solving skills – Handling –Facing - Importance

Unit – XIII   Cooperative Learning Skills

Unit – XIV   Making Social Responsibilities-Causes

References:

1.   Les Giblin, Skill with People, 1995.

2.   Shiv Khera, You Can Win, 2002.

3.   Christian H Godefroy, Mind Power.

4.   Dale Carnegie, How to Enjoy Your Life and Your Job, 1985.

5.   Natalie H Rogers, How to Speak without Fear, 1982.

6.   Dale Carnegie, How to Develop Self-Confidence and Influence People by Public Speaking.

Course Code	Title of the Course
11942	**PART-II : ENGLISH PAPER - IV**

Learning objective:

- To make the students master the different topics prescribed in the Short Stories, Drama, Fiction, Tales from Shakespeare, Biographies, Grammar and Composition.

Short Stories

UNIT – 1   Lalajee   - Jim Corbelt

UNIT – 2   A Day's Wait   - Hemmingway

UNIT – 3   Two old Men   - Leo Tolstoy

UNIT –4   Little Girls wiser than   - Men Tolstoy

UNIT – 5   Boy who Wanted more Cheese - William Elliot Griffir

Drama

UNIT – 6   Pygmalion   - G.B. Shaw

Fiction

UNIT – 7   Swami and Friends   - R.K. Narayanan

Tales from Shakespeare

UNIT – 8   - The Merchant of Venice

UNIT – 9   - Romeo and Juliet

UNIT – 10   - The Winter's Tale

Biographies

UNIT – 11   - Martin-Luther king   - R.N. Roy

UNIT – 12   - Nehru   - A.J. Toynbee

Grammar

UNIT – 13   - Concord- Phrases and Clauses-Question Tag

Composition

UNIT – 14   - Expansion of Proverbs

      - Group Discussion

      - Conversation (Apologizing, Requesting, Thanking)

References:

1. Sizzlers, by the Board of Editors, Publishers-:Manimekala Publishing House, Madurai.
2. Pygmalion – G.B. Shaw
3. Swami and Friends – R.K. Narayan
4. Tales from Shakespeare Ed. by the Board of Editors, Harrows Publications, Chennai.
5. Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

Course Code	Title of the Course
11943	**Cross Cultural Psychology**

Learning Objectives:

- To understand the interface between psychology and culture

- To understand theory and practice of psychology in a cultural context

- To make acquainted with the critical perspectives towards mainstream mental health practice

- To understand the history and current status of mental health practice in India

- To offer research orientation on various cultural issues in the context of India

- Provide an understanding on culture and psychological processes

- To Sensitize the importance of interdisciplinary approach in psychology

- To understand Eastern perspectives in psychology

UNIT 1: Introduction

Definition of culture Approaches to culture Interface between psychology and culture Pancultural principles verses culture

UNIT 2 : specific Differences of culture

Specific Differences: Etics and Emics Methods of understanding culture, scope of cultural psychology.

UNIT 3: Culture and perception

Culture and perception – perception and experience cultural influence on visual perception Culture and Cognition culture,

UNIT 4: Categorization of culture

Categorization and concept formation, culture and memory, Culture and consciousness-culture and dreams, culture and time, culture and perception of pain

UNIT 5: Culture and intelligence

Culture and intelligence – cross cultural research on intelligence, cultural differences in the meaning and concept of intelligence

UNIT 6: Culture and health

Difference in the definitions of health, sociocultural influence on physical health and medical disease process Cultural influences on attitudes and beliefs related to health and diseases Culture,

UNIT 7: Self culture and personality

Self culture and personality Culture and gender –culture and gender stereotype, How does culture influence gender ?

UNIT 8: Culture in India

Indigenous healing traditions in India. History of mental health practices in India Current status of mental health practice in India Key issues in the theory and practice of mental health in India

UNIT 9: Eastern perspectives in Psychology (15 hrs)

The concept of mind in Samkhya and Nyaya-Vaiseshika philosophy Bhagavad Gita and mental health Concepts of health and illness in Ayurveda Personality –implications from Yoga Indian perspective on emotion

UNIT 10: Philosophical Antecedents

Cultural Psychology definition and meaning; Platonism, positivism, relativism, historicism; Methods of cross-cultural research; Cultural Narratives; Methodological Issues

UNIT 11: Socialization & Development; Cultural Learning

Attribution; Notions of Individuality and relatedness; Intergroup Behaviour Cultural Ideals; Acculturation, Enculturation and Socialization; Child Rearing, parenting and family in Indian setting; Play, use of symbols and communication

UNIT 12: Cognitive and Cultural factors

Notion of g and s; Genetic epistemology; Cultural factors in memory and information

processing; Ability testing;

UNIT 13: Intellectual Processes

Emotional Intelligence; Metacognition; Theories of mind and metacognition

UNIT 14: Suggestive Assignment

Report on cultural influences on parenting in personal local setting; identification of cultural ideals

References

1. Matsumoto,D and Juang,L(2004).Culture and Psychology. Third edition. UNITed States: Thomson wadsworth .

2. Misra,G and Mohanthy .A.k(2002) .Perspectives on indigenous Psychology .

3. Valsiner,J(2007).Culture in minds and societies . Foundations of cultural Psychology New Delhi :Sage publications

4. Misra ,G (2003).implications of culture for psychological knowledge .in J.W .Berry R.C Mishra and R.C Tripathi.(Eds).Psychology in human and social development .New Delhi : Sage publications

5. Dalal,A.K and Misra ,G (eds) (2002).New directions in Indian Psychology . New delhi: Sage publications NewDelhi.concept publishing company

6. Basu, A.M. (2004). A new knowledge of madness-nineteenth century Asylum Psychiatry in Bengal. Indian Journal of History of Science, 39 (3), 247-277.

7. Basu, A.M. (2004). Emergence of a marginal science in a colonial city: Reading psychiatry in Bengali periodicals. The Indian Economic and Social History Review, 41 (2), 103-141.

8. Basu, A.M. (2005). Historicizing Indian Psychiatry. Indian Journal of Psychiatry. 47, 126-129.

9. Basu, A.R. (2005). Culture and mental health. Health Action, 18 (11), 7-8.

10. Bhugra,J.C.D and Campion. D. (1997). Experiences of religious healing in psychiatric patients in South India. Soc Psychiatry Epidemiol 32(9)215-221 Christ University, Bangalore –29.

11. Kakar, S. (1982). Shamans, Mystics and Doctors. A Psychological inquiry into India and its Healing Traditions. Delhi: Oxford University Press.

12. Mills, J.H. (1999).Re-forming the Indian: Treatment regimes in the lunatic asylums of British India, 1857-1880.The Indian Economic and Social History Review.36(4) 407-409

13. Sebastia ,B(2009).Restoring mental health in India, Pluralistic Therapies and concepts. new Delhi :oxford university press.

14. Berry, J.W., Poortinga, Y.H., & Pandey, J. (Eds.) (1997). Handbook of cross-cultural psychology. Vol.1. Boston: Allyn & Bacon.

15. Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (1992). Cross-cultural psychology: Research and applications. Cambridge: Cambridge University Press.

16. 3. Berry, J.W., Segall, M.H., & Kagitcibasi, C. (1997). Handbook of cross-cultural psychology. Vol.3. Boston:

17. Allyn & Bacon. 4. Geertz, C. (1973). The interpretation of cultures. NY: Basic books.

18. Gergen, K.J., Glurece, A., Lock, A. & Misra, G. (1996). Psychological science in cultural context. American Psychologist, 51, 496-503.

19. Goldberger, N.R. & Veroff, J.B. (Eds.) (1995). The culture and psychology reader. NY: New York University Press.

20. Kakar, S. (1997). Culture and Psyche. Delhi: Oxford University Press.

21. Greenfield, P. M. (1997). You can't take it with you: Why ability assessments don't cross cultures. American Psychologist, 52, 1115-1124. (CP

Course Code	Title of the Course
11944	**EDUCATIONAL PSYCHOLOGY**

Learning Objectives

1. Identify and discuss learning, motivational, and developmental theories and psychological concepts related to education.

2. Integrate theory and research to develop and implement a lesson plan related to educational psychology.

3. Discuss best classroom and institutional practices in education.

4. Describe the various educational research methods and apply this knowledge to evaluate educational research studies.

UNIT 1: Introduction

Definition, Historical Background, Role and Scope of Educational Psychology, Effective Teaching Methods.

UNIT 2: Educational Psychology

Educational Psychology: Meaning - Definition - Nature and scope - Relation between psychology and educations

UNIT 3 :Nature of educational psychology

 Scope of educational psychology - Methods of educational psychology

UNIT 4: Hunan Development - Growth and development - Principles of developemnt- Theories of growth and development - Psycho-analytic theory

UNIT 5: Erickson's theory of psychosocial development

 Kohlberg's theory of moral - Jean Piaget's theory of development - Stages of Development of adolescent - Educational measures

UNIT 6: Nature of Learning

Nature of learning - Learning and maturation - Factors affecting learning- Theories of learning Plateau of learning - Individual Differences – Memory- Remembering and forgetting - Motivation.

UNIT 7: Intelligence

Definition of intelligence - Types of intelligence - Factor theories of intelligence - Measuring intelligence - Classification of intelligence tests Intelligence test in India - Creativity - Theories of Creativity - Creativity and education

UNIT 8: Personality

Characteristics of Personality - Theories of Personality -Assessment of personality - The Rorschach Ink Blot test - Thematic Apperception Test (TAT) - Children's apperception test (CAT) - Psychodrama - Draw a man test - Doll play - Weakness of personality tests.

UNIT 9: Exceptional Children

Types of Exceptional Children - Need for Special Education - Gifted Children - The Mentally Retarded - Hearing Impairment -Blindness - The Orthopedically handicapped - Educational Guidance - Vocational guidance - Guidance personnel - Problems of educational guidance

UNIT-10: Student Development and Diversity

General Principles of Development, Importance of Development in Education, Brain and Cognitive Development, Language Development, Importance of Personal, Social and Emotional Development, Importance of Culture, CommUNITy and Gender.

UNIT 11: Understanding Learning Process

Importance of Behavioural Approaches to Learning, Importance of Information Processing Approach, Complex Cognitive Processes, Importance of Social, Cognitive and Constructivistic Views of Learning

UNIT 12: Motivational and learning :

Nature and conditions of learning – Laws of effect and readiness – Role of transfer in education – Motivating the students – Achievement motivation – Extrinsic reward – Punishment and failure – Effects of punishment in the classroom

UNIT 13: Classroom Management: Designing Physical Environment of the Classroom, Creating Positive Environment for Learning, Classroom Assessment.

UNIT 14: Special education:

Readiness for learning: The role of maturation in learning – Special education for exceptional children – Intellectually gifted – Mentally retarded – Culturally deprived – Physically handicapped.

References

1. Woolfolk.A. (2004). Educational Psychology. 9thed. Delhi: Pearson Education.

2. Santrock, J. W. (2004). Educational Psychology. 2nded. International Edition: McGraw Hill.

3. Ormrod, J. E. (2000). Educational Psychology: Developing Learners. ed. New Jersey: Merrill.

4. Mangal S K, Advanced Educational Psychology.

5. Charles E Skinner, Educational Psychology, Prentice Hall of India.

6. Chatterjee S K, Advanced Educational Psychology, Books and Allied (1).

7. Kakkar S B, Educational Psychology, Prentice Hall of India (P) Ltd.

8. John W Santrock, Educational Psychology, Tata McGraw Hill.

9. Rather A R, Creativity: Its Recognition and Development, Sarup and Son! Course Material prepared by — Dr. J. Sujathamalini Lecturer, Alagappa University College of Education, Karaikudi.

Semester –V

Course Code	Title of the Course
11951	Human Resource Management

Objective:

- Contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.
- Develop, implement, and evaluate employee orientation, training, and development programs.
- Facilitate and support effective employee and labour relations in both non-union and union environments.

UNIT 1 **Introduction to Human Resource Management**: Definition – Objectives and functions

UNIT 2 Role and structure of Human Resource Function in organizations-Challenges in Human Resource Management

UNIT 3 Approaches to Human Resource Management

UNIT 4 **Human Resource Planning**: Personnel Policy - Characteristics

UNIT 5 **HR Planning**: Need, Scope and Process – Job analysis – Job description – Job specification- Succession Planning.

UNIT 6 **Recruitment and Selection Process**: Sources of recruitment- internal Vs. External; Domestic Vs. Global sources- Selection process

UNIT 7 Placement and Induction – Training and Development: Need Assessment- Training methods for Operatives and Supervisors

UNIT 8 Executive development: Need and Programs.

UNIT 9 **Employee Compensation and Retention**: Wages and Salary Administration – Bonus – Incentives – Fringe Benefits –Flexi systems

UNIT 10 Sweat Equity- Job evaluation systems –Promotion – Demotions – Transfers- Labour Attrition: Causes and Consequences

UNIT 11   **Employee Retention**: Need and Programs.

UNIT 12 Employee Welfare, Separation: Welfare and safety – Accident prevention – Employee Grievances and their Redressal – Industrial Relations

UNIT 13 Trade Unions - Multiplicity of Trade Unions – Workers Participation in Management- Separation: Need and Methods.

UNIT 14 Human Resource Information System- Personnel Records/ Reports- e-Record on Employees – Personnel research and personnel audit – Objectives – Scope and importance.

References

1. Mathis and Jackson, Human Resource Management, South-Western College, 2004.
2. Nkomo, Fottler and McAfee, Human Resource Management, South-Western College, 2007.
3. R. Wayne Mondy, Human Resource Management, Prentice Hall, 2011.
4. Venkataraman & Srivastava, Personnel Management & Human Resources
5. Arun Monappa, Industrial Relations
6. Yodder & Standohar, Personnel Management & Industrial Relations
7. Edwin B. Flippo, Personnel Management , McGraw-Hill, 1984
8. Pigors and Myers, Personnel Administration
9. R.S. Dwivedi, Manpower Management
10. Lynton & Pareek, Training and Development, Vistaar Publications, 1990.

Course Code	Title of the Course
11952	**Environmental psychology**

Learning Objectives

1. Explore and understand various perspectives on human-environment interrelationships

2. Gain insight into the ways in which the environment influences our feelings and experiences

3. Gain first-hand knowledge about key environment and behavior issues through hands-on activities

UNIT 1: Environmental Psychology

Introduction – Nature – Characteristics – Research – Research methods in environmental psychology – Data collection methods.

UNIT 2: Environmental Perception

Introduction –Environmental perception conventional approaches to perception – Environmental perception – Movement, habituation and the perception of change – Perception of movement – Habituation or adaptation – Perception of change – Perception of natural cognition and Cognitive mapping

UNIT 3: Cognition and Attitudes

Components of cognitive maps –Familiarity, gender and socioeconomic class – Functions of cognitive maps – Memory and cognitive maps – Cognitive organization of the environment –

UNIT 4 : Assessing the Scenic Environment

Landscape assessment, Aesthetics and preference – Descriptive systems of scenic value – Physical perceptual approach to scenic value – Forming attitudes toward the environment – Classical conditioning of attitudes – Instrumental conditioning of attitudes social learning of attitudes –Measuring attitudes toward the environment: The search for the PEQI – Changing attitudes toward the environment: a prelude – Environmental attitudes predict environmental behavior.

UNIT 5: Theories of Environment

Behavior Relationships: Introduction – Nature and function of theory in environmental psychology – Environment–Behavior theories: Fledgling theories in a fledgling field – Arousal approach –Environmental load approach – Under stimulation approach – adoption level theory: Optimal stimulation – behavior constraint approach – Barker's Ecological psychology

UNIT 6: Environmental Stress

Environmental stress approach Stress – Characteristics of stressors – Appraisal – Characteristics of the stress response –Natural disaster – Characteristics of natural disasters – Effects of natural disaster

UNIT 7: Environmental Noise pollution

Technological catastrophe – Characteristics of technological catastrophe noise – Defining, measuring, and perceiving noise – Important noise variables – Sources of noise – Psychological effects of noise – Effects of noise on performance – Noise and social behavior – Commuting – Impedance.

UNIT 8 : Weather, Air Pollution, and Behavior

Introduction – Heat and behavior –Perception of and psychological reaction to ambient temperatures – Heat and performance – Heat and social behavior – Cold temperatures and behavior – Cold temperatures and health – Cold extremes and performance – Cold extremes and social behavior – Wind and behavior – Perception of wind – Behavior effects of wind – Barometric pressure and altitude – Physiological effects – Acclimatization to high attitudes – Behavior effects of air pressure performance – Air pollution and social behavior – Integrating weather and pollution effects: A final note.

UNIT 9: Personal Space and Territoriality

Personal space – Functions of personal space – Methods for studying personal space – Situational determinants of personal space: Research evidence – Individual difference determinants of personal space: Research Evidence – Interpersonal positioning effects – Spatial zones that facilitate goal fulfillment – Consequences of too much of too little personal space – Consequences of personal space invasion – Territorial behavior: Keep off my turf – Functions of territoriality – Research on territoriality in humans.

UNIT 10: Crowding

 Introduction – Effects of population density on animals –Psychological consequences of high density for animals – Conceptual perspectives: Attempts to understand high density effects in animals – Effects of high density onhumans – Methodologies used to study high density in humans feeling the effects of density: consequences for affect, arousal, and illness effects of density on social behavior – Effects of high density on task performance – Putting the pieces together: Conceptualizations of density effects on humans – Eliminating the causes and effects of crowding – Look to the future. The City – Perceiving and experiencing the city – Relationship between environmental conditions and imagery – Socioeconomic status and cognitive mapping – Race and cognitive mapping – Gender and cognitive mapping – Relevant experience and cognitive mapping – Effects of urban life on the city dweller: Research evidence – Stress – coping – Affiliative behavior – Performance – Crime – long-term behavioral effects health – Environmental solutions to urban problems – defensible space – Land use – Social factors – Urban renewal – Escaping from the city.

UNIT 11 : Architecture

 Introduction – Extent of architectural influence – An historical overview – Architectural determinism – Environmental possibilism – Environmental probabilism – Behavior and elements of architectural design – Lighting – Windows – Color – Aesthetics – Furnishings – Privacy – Design process – Congruence – Design alternatives – Stages in the design process – Awareness of design alternatives selection of behavioral criteria

UNIT 12: Behaviorally based research

Implementing the design process: models for the future. Design in Selected Environments: Residential setting – Preferences – use of space in the home satisfaction with the home environment – Propinquity: the effect of occupying nearby territories – Learning environments – Classroom environments – Libraries – Museum environments – Pedestrian environments: Shopping Malls, plazas and crosswalks hospital setting residential care facilities for the aged – Non institutional residences for the aged.

UNIT 13: Environments for Work, Leisure and the Future:

Introduction – Work environments – Study the design of the work environment – Designing the office landscape – Personalization – Territoriality and status in the work environment – Leisure and recreation environments – Wilderness and camping areas – Recreation environments affording exercise – Recreational environments for children –

Future environments – Living in space – Experimental undersea environments. Changing behavior to Save the Environment – Environmental psychology and saving the environment – Environmental education – Reinforcement techniques – Positive reinforcement – Encouraging good behavior – Negative reinforcement and punishment – Alternatives to positive reinforcement – Feedback – Letting us know we're doing – Integrating and evaluating the various approaches to eliminating environmentally destructive behavior – approaches to specific environmental problem – Littering – Saving energy at home – Residential energy conservation – Energy conversation and transportation – Vandalism – Curbing environmentally destructive acts – Assessment of the present and the future.

UNIT 14: Mental health and Social learning:

Fostering Mental Health and School Development – Characteristics of mental health – Home and mental health – School and mental health – Social learning in the classroom – Social development – Self concept and behaviour – Teachers guidance of self and social development.

References

1. Bell P A, Fisher J D and Loomis R J, Environmental Psychology, Philadelphia:

2. W.E. Saunders Co., 1978.

3. Fisher J D, Bell P A and Baum A, Environmental Psychology, 2nd Edn.

4. NewYork: Holt, Rinchar and Winstorn, 1984.

5. Pajeons J D, Environment and Behavior, Massachusetts: Addison and Wesley

6. Publishing Co., 1977.

Course Code	Title of the Course
115953	Elective: STRESS MANAGEMENT

Learning Objectives:
- To describe different kinds of stress and their effects
- To list and prioritize stressors
- To use and explain ways to manage or cope with stress

UNIT 1: Stress Management: Stress

Definitions- Models of Stress – Theories of Stress - Stress reactions – Coping and Stress Management techniques- Pain and its management - Psychological reactions of a patient to loss – Stages of Acceptance by Kubler-Ross.

UNIT 2: Organizational stress

Concept- different perspectives, symptoms, individual factors influencing job stress.

UNIT 3: Causes of job stress

Personal characteristics, organizational structure and change, properties of work and work setting, job role, machine pacing and shift work.

UNIT 4: Consequences of job stress

Job behavior- job satisfaction- performance-absenteeism-health strains- physical illness- mental/ psychological symptoms.

UNIT 5: Stress management interventions

Individual centered- cognitive, behavioural and physical. Organization centered- preventing- mitigating and moderating organizational stressors.

UNIT 6: Coping with stress:

Types of coping strategies – Minimizing stress

UNIT 7: Therapeutic Approaches to stress management

Counselling, hypno-suggestive-philosophical hypnosis-self- talk, music therapy. Stress: Concept, different perspectives, and symptoms; framework of stress; Occupational stress, P-E fit model of job stress.

UNIT 8: Causes of occupational stress:

Personal characteristics, organizational structure, properties of work and work setting, job roles.

UNIT 9: Effects of occupational stress

Effect on job behavior, job satisfaction, performance, absenteeism. Effects on employee's physical and psychological health.

UNIT 10 : Individual-centered stress management techniques

Cognitive, hypnosuggestive, behavioural and physical (yoga and aerobic exercises) interventions; Coping strategies.

UNIT 11: Organization

Centered stress management interventions: Preventing, mitigating and moderating stress at organizational level.

UNIT 12 Work Related Stress and Stress Management

What is Stress?- Stressors – Individual differences in stress – Consequences of Distress – Managing Work-Related Stress – Any two stress reduction techniques –Case studies

UNIT 13 Areas of counselling

Educational, career, marital and gerontological; stress management oriented counselling; Counselling for terminal disease patients: cancer and HIV /AIDS.

UNIT 14 Stress Management Interventions

Individual centered- cognitive, behavioural and physical. Organization centered-
Preventing, mitigating and moderating organizational stressors.

References

- Matteson, M.T. & Ivancevich, J.M. (1987). Controlling work stress: Effective human resources and management strategies. San Francisco: Josey Bass.

- Pestonjee, D.M. (1992). Stress and coping. New Delhi: Sage Publications.

- Ross, R. R. & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi: Sage Publications.

- Srivastava, A.K. (1999) Management of occupational stress: Theories and practice. New Delhi: Gyan Publishing House.

Course Code	Title of the Course
11954	Practical -I

Historical background of Experimental Psychology and relationship with other sciences; Scope of Experimental Psychology and its Methods List of experiments (Any 15)

1. Distraction

2. Span

3. Division

4. Muller Lyer Illusion

5. Horizontal vertical Illusion

5. Organization in perception

6. Set in Perception

7. Motor learning

8. Insight & Trial & Error Learning

9. Transfer of learning- Habit Interference

10. Retroactive Inhibition & Proactive inhibition

11. Memory for names & faces

12. Paired Associate Learning

13. Facial expressions (group experiment)

14. Student stress Scale

15. Anger Expression

16. Knowledge of results

17. Level of Aspiration

Reference

Chaube. S.P.(1985): Experimental Psychology, Laxmi Narain Publishers

Course Code	Title of the Course
11961	**Health Psychology**

Learning Objectives

1. Review and articulate advances in the fields of health and coping as these advances relate to prevention of and recovery from addiction, trauma, stress, disease.

2. Differentiate deprivation psychology characteristics and theory from that of transcendental psychology and be able to utilize this body of knowledge to recognize, understand and act upon helpful and threatening factors affecting the healing process.

3. Apply and utilize dominant developmental models of psychological, social health and social psychology in their analysis of any prevention, recovery and healing process.

4. Identify medical research, theory and treatments for stress disorders.

UNIT 1: Health Psychology:

Definition of health psychology   - Illness today and the fast – personality and illness Need - Functions of health psychologists.

UNIT 2 : Mind body

Definition Mind body   relationship   functions and need of help psychologist Bio psychosocial model

UNIT 3 :Stress

Definition - Three faces of stress - High-risk behaviours and health-stress models - Symptoms - Sources - Stress coping strategies.

UNIT 4 :Substance Abuse

Kicking harmful habits: Definition - Abuse dependence and tolerance - Quiting smoking: The promise of perseverance.

UNIT 5 : Use and Misuse of Alcohol

Alcoholism - .Definition - Dependence and abuse - Effects of alcohol - Epidemiology of alcoholism - Alcoholism and health risk Etiology of alcoholism - Clinical treatment.

UNIT 6 : The Problem of Pain

Headache and low back pain: Definition and issues-Epidemiology of pain - Problems - Prevalence and costs The physiology of pain-Etiology of pain - The psychology of pain:' Learning stress and depression - Two pain disorders: Headaches and low back pain - Treatment of pain.

UNIT 7: Coping with chronic or catastrophic illness

Silent killers: Hypertension - 7 The hurry sickness - Biomedical background - Epidemiology of coronary disease - (Unmodifiable risk factors - Modifiable risk factors - Psychosocial factors -Biomedical intervention - Cognitive behavioural programmes.)

UNIT 8: The Healthy Child

Healthy lifestyle and prevention - Chronically ill children: Habits - Lifestyle and prevention - Children with asthma - Children witJ;1 cystic fibrosis - Children with diabetes mellitus - Intervention.

UNIT 9: Concept of Mind

Definition – Concept of mind- The modern era of Brain imaging Ct Scan MRT Scan, PET Scan CBF Approaches to psychological psychology Philosophic Approaches Clinical Approaches and Experimental method

UNIT 10: Organisation of the Nervous system

Organisation of the Nervous system – Evolution of the brain Structures in the nervous system – The peripheral nervous system –The Spinal cord The brain

UNIT 11: Brain disorder

Factors Implementation –Psychological Deficit in the Brian injured localization of psychological Functions in the Brain- The effects of brain lesions on psychological function

UNIT 12: Neuron and groups of neurons

The anatomy of neuron –Supporting cells in the nervous system what neurons do the neuron at rest the Neuron in Action 0Synaptic communication – What happen when neurons go wild?

UNIT 13 : Emotion and Measurements

The identification and measurement of emotions- Introspective reports Observation of facial expression Measurement in terms of psychological changes Physiology of emotions Theories of emotions

UNIT 14: Aging

Definition - Biology of aging - Lifestyle and aging: Stress - Nutrition and exercise - Death and dying: Grief and preparation.

References

1. Rice P L, Health Psychology, Brooks/Cole Publishing Co., New York, 1998.

2. Sarafino E P, Health Psychology, John Wiley & Sons, Inc, New York, 1990.

3. Course Material Prepared by - Mrs. Vijayalakshmi Reader, Dept. of Psychology Sri Avinashilingam University Coimbatore-641 043.

4. S.K.mangal genral Psychology Sterling Publication 2008

Course Code	Title of the Course
11962	Guidance and Counselling Psychology

Objectives

- To understand the theoretical dimension of peace psychology

- To highlight the meaning, need, aim, scope and relevance of peace psychology

- To underline implication of peace psychology for state and society through use of conflict- management and peace -building initiatives

- To study the process of peace building and peace-making in multicultural societies and the pursuit of social justice.

UNIT 1: Perspectives of peace psychology

Peace psychology: nature, scope and relevance - Psychological causes and effects of violence - Psychological causes and effects of non-violence - Nonviolence through the Indian perspective: thoughts of Gandhi, Ambedkar, Phule

UNIT 2: Understanding violence

Genocide and mass killings: roots and preventions (case study of 1984 sikh riots, kandhamal riots, gujrat riots, caste discrimination and anti-dalit violence) - Psychological approaches to understanding terrorism -. Intimate violence, women and children as victims of structural violence -. Human rights violations as structural violence

UNIT 3: Intrapersonal and interpersonal perspectives of nonviolence

Intrapersonal non violence from the individualistic perspective - Intrapersonal non violence from a collectivistic perspective -. Personality and behavioural tendencies of peaceful persons -. Nonviolent communication Approaches

UNIT 4: Peace building & peace –making interventions

Mediation: peacemaking, peace keeping and peace building. -. Assessing conflict, understanding and dealing with conflict escalation. -. Specific conflict resolution approaches: negotiation, mediation, conciliation, arbitration and adjudication. -. Communicating and practicing forgiveness.

UNIT 5: Anti Social behaviour

Juvenile Delinquency meaning difference causes classification Factors, prevention – Crime Meaning Diffeecne , causes, classification, factors, prevention

UNIT 6: Counselling:

Meaning and Definition — Importance — Merits — Appeacites — Special areas in Counselling: Education— Family — Delinquents Marriage counselling

UNIT 7: Counselling Process

 Steps in Counselling Process — Psychological Tr•iwe and Diagnosis — Factors affecting counselling process — Qualities of counsellors

UNIT-8: Counselling Interview

 Essential Aspects — Counsellor — Counselee relationship — Interview Techniques — Structuring the counselling relationship

UNIT 9: Group Counselling:

Meaning — Types of Groups — Value of Group Counselling — Process of Group Counselling — Assumptions and Limitations of Group Counselling —

UNIT-10 Individual Counselling

 Meaning —similarities and Dissimilarities between Individual and group counselling

 UNIT 11 : **Professional Training for counselling**

 Counsellor Preparation and professional issues — academic preparation — Practical skills - Selection and training of counsellors.

UNIT 12: Modern trends in Counselling — Counselling and Psychotherapy -Trends in counselling — Career. Counselling— Ethical and Legal considerations in counselling.

UNIT 13: Counseling relationship

Working in a counseling Relationship – counselor skills in the understanding and action phases – Transference and counter Transference – The real relationship –Termination of counseling relationship –Functions of termination-Timing of termination –issues of termination resistance to termination –Premature termination- counselor initiated termination

UNIT 14:Theoreis of counseling

Pshcyanaltic Adlerian and Humanistic Theories of counseling-Psychoanalytic theories – psychoanalysis Adlerian theory Adlerian counseling-Humanistic theories –Person centred Counselling Existential and Gestall therapy

References

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7. Waldron, V.R. & Kelley, D.L. (2008). Communicating Forgiveness. Arizona: SAGE

8. Anstey, M. (1993). *Practical Peacemaking: A Mediator's Handbook.* Cape: Juta & Co.

9. Victoroff, J. (2005). The Mind of the Terrorist: A Review and Critique of Psychological Approaches. The Journal of Conflict Resolution, 49 (1), 3-42.

10. Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, Journal of Genocide Research, 7(1), 101-128.

11. Calloway-Thomas, C. (2010).Empathy in Global World: An intercultural perspective. Indiana: SAGE

12. Jeong, Ho-Won. (2008). Understanding Conflict and Conflict Analysis. Virginia: SAGE

13. Puniyani, R. (2009). Dalit and social justice. Mythri Books. Kerala. India

Course Code	Title of the Course
11963	Consumer Behavioural

Learning objectives:

- To know the factors and facets of consumer behaviour

- To understand the consumer behaviour in different setting

- To understand the attitude of consumers and communication process

- To develop basic skills decision making

UNIT I: Introduction

Definition, scope, consumer roles, history of consumer behaviour and the marketing concept, contributing disciplines and application of consumer behaviour.

UNIT2: Market Segmentation

Market segmentation: need, types – geographic, demographic, psychographic and life style. Product positioning: need and strategy.

UNIT 3: Consumer Motivation

Consumer motivation: needs, goals, motive arousal, reactions to frustration.

UNIT4: Consumer Personality

Consumer Personality: nature, influences on consumer behaviour. Consumer Emotions Consumer emotions: nature, uses in advertising. Consumer Perception and its implications.

UNIT5: Consumer Learning

Consumer Learning: Classical and Instrumental theories in the context of consumer behaviour.

UNIT 6: Consumer Attitude

Attitude: functions, Tri-component attitude model and Katz's models of attitude and attitude change.

UNIT 7: Attitude Change

Post purchase attitude change: cognitive dissonance theory and attribution theory.

UNIT 8: Marketing Communication

Marketing communication: process, barriers, types of communication systems, Source, Message and Medium of Communication.

UNIT 9: Consumers In Their Social And Cultural Settings

Reference group: Nature, types and influences on consumers. Family life cycle stages,

UNIT-10: Decision Making

Nature of household and purchases and family decision making and resolving conflict.

UNIT-11: Social Class

Social class: Nature of social class, symbols of status, concept of money and social class, social class categories and consumer behaviour.

UNIT- 12: Consumer Decision Making

Consumer decision: Stages in consumer decision process – situational influence, problem recognition,

UNIT-13: Purchase and Action

Information search, evaluation of alternatives and selection, outlet selection and purchase and post purchase action.

UNIT-14: Organizational Buyer

Organizational Buyer: nature, market structure and pattern of demand, characteristics, decision approach, purchase pattern and organizational buyer decision process.

References

1. Kumar, A and Singh, K. (2013). Consumer Behaviour and Marketing Communication: An Indian Perspective1st Edition. Dreamtech Press, New Delhi.

2. Schiffman LG and Kanuk LL (2007), Consumer Behaviour, 9th edition, Prentice-Hall of India Pvt Ltd, New Delhi, India

3. Batra Satish K and S.H.H. Kazmi (2004), Consumer Behaviour – Text and Cases, Excel Books, A-45, Naraina, Phase I, New Delhi, India.

Course Code	Title of the Course
11964	Psychology of Adjustment

Learning Objectives:

To enable the students to

- Understand the concept of adjustment
- Analyze the relationship between personality and adjustment
- Understand the importance of adjustment in various life areas
- Explore the facets of marital adjustment

UNIT-I: The Dynamics Of Adjustment

Adjustment: Meaning, Nature and Dynamics – The Scientific Approach to behaviour – The roots of happiness

UNIT-2: Improving Academic Performance

Improving Academic Performance: Developing Sound Study Habits – Improving Your Reading – Getting More out of Lectures – Applying Memory Principles.

UNIT –3: Personality And Adjustment

Personality: Meaning, Nature and Characteristics - Personality traits – Psychodynamic Perspectives – Behavioural Perspectives – Humanistic Perspectives – Biological Perspectives

UNIT-4 Assessment of Personality

Assessment of Personality- Definition-Meaning-Types- Psychological Testing – Self– Report – Inventories – Projective tests.

UNIT – 5: Stress and Adjustment

The Nature of Stress – Major Types of Stress: Frustration – Conflict – Change – Pressure. Responding to Stress – The Potential Effects of Stress - Factors influencing stress tolerance – Monitoring Your Stress.

UNIT-6: Coping Patterns

Common coping patterns – Types of Coping: Appraisal-focused constructive coping – Problem-focused constructive coping – Emotion-focused constructive coping.

UNIT – 7: Communication

Process of Interpersonal Communication – Non–Verbal Communication – Toward More Effective Communication- Communication Problems –

UNIT-8: Friendship

Interpersonal conflict – Developing Assertive skills. Perspectives on close relationships – Initial attraction and relationship development – Friendship –

UNIT-9: Love

Romantic love: Myths about love- Sexual orientation and love – Theories of love – Gender differences in love – The course of romantic love.

UNIT-10: Loneliness

Loneliness- Definition- Meaning-Nature – Prevalence – Roots – Correlates – Conquering loneliness.

UNIT- 11: Marital Adjustment

Moving Toward Marriage: The motivation to marry – Selecting a mate – Predictors of marital success.

UNIT-12: Family Life

Marital Adjustment Across the Family Life Cycle - Vulnerable areas in Marital Adjustment: Gaps in role expectations –

UNIT-13: Work and Career Issues

Work and career issues – Financial difficulties – Inadequate communication.

UNIT-14: Divorse

Divorce: Nature- Causes – Adjusting to divorce – Remarriage.

References

1. Wayne Weiten, Margret A. Lloyd. (2004). Psychology Applied to modern Life: (7th Edition). Singapore: Thompson Wadsworth.

2. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.

Duration of the Programme: (3 Years)

The programme for the degree of Bachelor of Science in Psychology shall consist of three academic years divided in to six semesters. Total Programme consists of 23 theory papers and one practical in Fifth Semester. Theory course carry 4 credits each, Practical courses carry 4 credits, Each semester consist of 16 credits.

e. 4. Faculty and Support Staff Requirements:

The programme for the degree of **Bachelor of Science in Psychology** requires following faculty and supporting staff:

Staff Category	Required
Faculty for Core Psychology Subjects #	3
Faculty for Elective Subjects viz., Educational psychology, Rehabilitation psychology, Organizational psychology,	2
Faculty for languages	2
Clerical Assistant	1

e. 5. Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

e. 6. Identification of Media:

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

e. 7. Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issue of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter only. The conduct of end-semester examinations, evaluation and issue of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation:

f. 1. Procedure for Admission:

A candidate who has passed +2 course (10 + 2 system) of any other Institutions approved by the State , Central Governments and as equivalent thereto shall be eligible to appear and qualify for the B.Sc. Degree in Psychology of this University after a course of study of three academic years.

f. 2. Curriculum Transactions:

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

For practical courses exclusive study materials containing the requirements, procedure for the experiments will be issued to the learners. In the laboratory, instruction would be given for the experiments followed by demonstration and finally the students have to do the experiments individually.

The face to face contact sessions will be conducted as per norms

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses: Semester- I, II, III, IV, & VI (4 courses with 4 credits each)	64
Total	64

Theory Courses: Semester- V (3 courses with 4 credits)	48
Practical : 1 Practical with 4 credits	120
Total	**168**

f. 3. Evaluation:

The evaluation shall be conducted separately for theory, practical to assess the knowledge acquired during the course of study. There shall be two systems of evaluation viz., internal assessment and end semester examinations.

In the case of theory courses the internal evaluation shall be conducted as Continuous Internal Assessment viz. student assignment preparation, seminar, etc. The internal assessment shall comprise of maximum 25 marks for each subject. The end semester examination shall be of three hours duration to each course at the end of each semester. The end semester examinations shall comprise of maximum of 75 marks for

each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

In the case of Practical courses for B.Sc. programme in Psychology, only one practical should be conducted at fifth semester. The internal evaluation of practical course will be done through continuous assessment of skill in demonstrating the experiments, record note preparation, and viva voce. The external evaluation consists of an end semester practical examinations which comprises of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

f. 3.1. Question Paper Pattern:

Answer all questions (one question from each UNIT with internal choices Time: 3 Hours
Max. Marks: 75
Part A- 10 x 2 Marks = 20 Marks
Part B -5 x 5 Marks = 25 Marks
Part C- 3 x 10 Marks = 30 Marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for theory courses

Component	Marks
Seminar (1 per course)	5
Assignments (2 per course)	20
Total	**25**

The following procedure shall be followed for awarding internal marks for practical courses

Internal –Practical	Marks
Continuous Assessment (demonstration and observation of experiments)	10
Record	10
Viva	5
Total	**25**

f. 3.3. Passing Minimum:

The candidate shall be declared to have passed the examination if the candidate secures a minimum of 40% (50 marks out of 100 marks) in the University end semester examination. Then the total marks secured by the candidate will be taken and added with his/her internal marks (Maximum marks 25).

For a pass in the Practical paper, a candidate has to secure a minimum of 50 % (37.5 marks) marks in the University end semester practical examination (75 marks) examination. Then the total marks secured by the candidate will be taken and add with his/her internal marks (Maximum marks 25).

There is no passing minimum for the record notebook. However submission of a record notebook is a must.

Candidate who does not obtain the required minimum marks for a pass in a course shall be required to appear and pass the same at a subsequent appearance.

f. 3.4. Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O+	Outstanding
80-89	8.0-8.9	O	Excellent
75-79	7.5-7.9	D+	Distinction
70-74	7.0-7.4	D	Very Good
60-69	6.0-6.9	A+	Good
50-59	5.0-5.9	A	Average
40-49	4.0-4.9	B	Below Average
00-39	0.39	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester

G_i = Grade Point obtained for course i in any semester.

n refers to the semester in which such courses were credited

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

> Grade Point Average = $\dfrac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

> CGPA = $\dfrac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses for the entire programme}}$

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. Maximum duration for the completion of the course:

The maximum duration for completion of B.Sc., Degree in Psychology programme shall not exceed ten semesters from their sixth semester.

f. 3.6. Commencement of this Regulation:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.		
		First Year	**Second Year**	**Third Year**
1	Admission Processing Fee	100.00	-	-
2	Course Fee	2500.00	2500.00	2500.00
3	ICT Fee	150.00	150.00	150.00
	TOTAL	**2750.00**	**2650.00**	**2650.00**

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

A well-equipped Psychology Laboratory exclusive for Distance Education Programme was established in the Directorate of distance Education Block, Alagappa University, Karaikudi with all the necessary equipments for conducting face to face contact sessions for Practical courses of B. Sc., Psychology programme. Directorate of Distance Education, Alagappa University, Karaikudi housing an exclusive Library facility with adequate number of copies of books in relevant titles for B. Sc., Psychology programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with B. Sc.Psychology Programme as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development (Single Time investment)	10,00,000/-
2	Programme Delivery (Per Year)	20,00,000/-
3	Programme Maintenance (Per Year)	3,00,000/-

i. Quality assurance mechanism and expected programme outcomes:

i. 1. University Moto:

'Excellence in Action'

i. 2. University Vision Statement:

Achieving Excellence in all spheres of Education, with particular emphasis on **"PEARL"-** Pedagogy, Extension, Administration, Research and Learning.

i. 3. University Objectives:

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.
2. Fostering Research for the Advancement and Dissemination of Knowledge

i. 4. University Quality Policy:

Attaining Benchmark Quality in every domain of **'PEARL'** to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i. 5. University Quality Quote:

Quality Unleashes OpportUNITies Towards Excellence **(QUOTE)**

i.6. Programme's Review Mechanism:

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of B.Sc., Psychology programme of study may reflect the gaining of knowledge and skill in Psychology. Gaining of knowledge in Psychology may help the students to get new job opportUNITies, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in research in the fields associated with the discipline-Psychology, achieving in competitive examinations on the subject- Psychology, etc.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the B. Sc., Psychology Programme.

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Minutes of the Meeting of the Board of Studies in Psychology (For B.Sc. Psychology & M.Sc. Psychology Programmes to be offered through ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi on 01.09.2017, at 11.00 am.

Members Present

1.	Dr.P. Sivakumar	-	Chairman
2.	Dr.S. Kadhiravan	-	Member
3.	Dr.J. Sujatha Malini	-	Member
4.	Dr.AR. Saravanakumar	-	Member

The modified syllabi of B.Sc. Psychology & M.Sc. Psychology programmes were scrutinized and discussed in the meeting. The board has resolved the following:

1. The board has unanimously accepted the curriculum design and modified syllabi of B.Sc. Psychology & M.Sc. Psychology programmes are prepared as per the norms.

2. The board has approved the Regulations, Curriculum and Syllabi for B.Sc. Psychology & M.Sc. Psychology programmes to be offered by the Directorate of Distance Education, Alagappa University.

3. The Approved Syllabi are provided in the Annexure-I (B.Sc. Psychology) & Annexure-II (M.Sc. Psychology)

(AR. SARAVANAKUMAR)

(J. SUJATHA MALINI)

(S. KADHIRAVAN)

(P. SIVAKUMAR)

ALAGAPPA UNIVERSITY

(Accredited with A+ Grade by NAAC (CGPA:3.64) in the Third Cycle)

Karaikudi-63 003, Tamil Nadu, India.

Directorate of Distance Education

PROGRAMME PROJECT REPORT

for

M. A., CHILD CARE & EDUCATION

to be submitted to

UGC, Distance Education Bureau (DEB),

New Delhi

for seeking approval to introduce new programme through

Distance Education Mode

CONTENTS

Degree of Master of Arts (M.A)Child Care and Education
Credit Based System (CBS)
(With effective from June 2018 – 2019 onwards)

a. Programme's Mission & Objectives:

To afford a High Quality Post Graduate Degree (M.A)Child Care and Education through Distance Learning mode to the graduate-aspirant in order to nurture Child in the emerging Indian society among the young minds. The pupil nurtured with Education of children with special needs knowledge is the need of the hour to save the child development and educate the human resources towards positive change.

Objectives of the programme include;

- To address the issues and directions of Child Development, through an expanded knowledge.
- To understand a young Child, with psychological, emotional and social needs.
- To practice a child for emerging Indian society.
- To understand Rights of the child and child care in India.
- To evolve essential practices for children with special needs
- To establish an institutional Planning for child care.
- To plan for establishing Pre-school home community linkages.
- To enlighten Research bent of mind on child care.

b. Relevance of the Programme with Alagappa University's Mission and Goals:

In order to align with the mission and goals of Alagappa University the M.A.,Child Care and Education Programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the human resources for the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

c. Nature of Prospective Target Group of Learners:

This M.A.,Child Care and Education programme through Distance Learning mode is developed by keeping in mind to give opportunity to economically and socially excluded people includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in the subject Child Care and Education. Also, the target group of learners includes various level employees of hospitals, secondary –level school teachers, research aspirants, women taking care of family –the important unit of the community, etc.,

d. Appropriateness of programme to be conducted in Distance learning mode to acquire specific skills and competence:

M.A., Child Care and Education programme through Distance Learning mode is developed in order to give subject-specific skills including i)knowledge about Principles of Child Development, Child health and nutrition, Education of the young child. ii) Child in the emerging Indian society, Pre-school educational activities, Rights of the child and child care in India. iii) Education of children with special needs, Planning and organization of institutions of young children, Research in child studies. iv) Pre-school home community linkages. The programme is developed to give detailed exposure theoretically and free-hands experience on practical parts of the study in order to impart skills of Child Care and Education to the learners.

e. Instructional Design:

e. 1. Curriculum Design:

Sl. No.	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max	C
		FIRST YEAR				
		I Semester				
1.	**31211**	Principles of Child Development	25	75	100	4
2.	**31212**	Child health and nutrition	25	75	100	4
3.	**31213**	Education of the young child	25	75	100	4
4.	**31214**	**Practical – I**	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		II Semester				
5.	**31221**	Child in the emerging Indian society	25	75	100	4
6.	**31222**	Pre-school educational activities	25	75	100	4
7.	**31223**	Rights of the child and child care in India	25	75	100	4
8.	**31224**	**Practical – II**	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		SECOND YEAR				
		III Semester				
9.	**31231**	Education of children with special needs	25	75	100	4
10.	**31232**	Planning and organization of institutions of young children	25	75	100	4
11.	**31233**	Research in child studies	25	75	100	4
12.	**31234**	**Practical - III**	25	75	100	4
		Total	**100**	**300**	**400**	**16**

		IV Semester				
13.	**31241**	Pre-school home community linkages	25	75	100	4
14.	**31242**	Educational and Instructional Technology for young children	25	75	100	4
15.	**31243**	Practices of child Rearing	25	75	100	4
16	**31244**	**Practical-IV**	25	75	100	4
			100	**300**	**400**	**16**
		Total	**400**	**1200**	**1600**	**64**

Course Code Legend:

3	1	2	X	Y	

> **312-** M.A., Child Care and Education
>
> X -Semester No
>
> Y - Course number in the semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C: Credit Points, Max.: Maximum

No. of Credits per Course (Theory) -4

No. of Credits per Course (Practical) - 4

Total No. of Credits per Semester- 16

Total No. of Credits per Programme- 16 X 4 = 64

e. 2. Detailed Syllabi:

<p style="text-align:center">FIRST SEMESTER</p>

Course Code	Title of the Course
31211	Principles of Child Development

Objectives

On completion of the course the students will be able to

- Define the meaning of growth

- State the Stages of development

- Understand physical growth during infancy, to early childhood

- Explain the Cognitive development of children

- Describe the Socio-emotional development of children

Outcomes of the course:

- The course will enrich the knowledge on growth and development, Cognitive development of children and Socio-emotional development of children.

- The course will help the students to answer the questions in competitive exams viz., SET, NET, GATE, etc. successfully.

BLOCK - I: GROWTH AND DEVELOPMENT

UNIT I

Meaning of growth – Stages of development –the stages of infancy-the stage of childhood- Areas of development -principles growth and development

UNIT II

Importance of the study of development – General principle of development – Genetic factors in development –supportive evidences of heredity.

UNIT III

Importance of environmental factors in development – physical environment-mental environment-social environment-Supportive evidences of environment.

UNIT IV

Physical growth during infancy-the appearance of the new born- Physical growth during Babyhood- Physical growth during early childhood.

BLOCK - II: DEVELOPMENT OF MOTOR SKILLS

UNIT V

Development of different parts of the body –the head-the face-the drunk- height & weight- sight-speech and hearing.

UNIT VI

Development of gross motor skills and fine motor skills –running-jumping-skipping and hopping-climbing-swimming-self doing- Promoting motor skills.

UNIT VII

Cognitive development – Meaning of cognition- definition of cognition - psychological meaning.

UNIT VIII

Piaget's theory with special reference to development up to the period of early childhood- Achievement in stages of intellectual development according to Piaget.

BLOCK - III: LANGUAGE DEVELOPMENT

UNIT IX

Acquisition of concept – development of concept of objects- development of imagination- development of moral standards- development of aesthetic standards - a few cognitive abilities of the pre-school child.

UNIT X

Language development – Learning to speak – Factors influencing language development – Activities relating to Language development.

UNIT XI

Individual difference in acquisition of language – Development of vocabulary of language rules- Promoting language skills – Speech problems in childhood.

BLOCK - IV: SOCIO-EMOTIONAL DEVELOPMENT

UNIT XII

Meaning of Emotion- Development of Emotions-Differentiation of Emotion during the first two years.

UNIT XIII

Meaning of Socio-emotional development – Interacting with the infant and children.
UNIT XIV

Development of attachment – Learning to relate – attachment-Trust-temper tantrums..
UNIT XV

Emotional expressions of children – Love, fear, rivalry, anger, frustration- bed wetting- withdrawn behavior, aggression and stealing -ways of handling.

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7. Sharma Adarsh, "Social and Personal Development of the Young Child", ECEIM Services, 1996.
8. Paul Henry Mussen, et-al, "Child Development and Personality", Harper & Row, New York, 1977.
9. Smart and Smart, "Readings in Child Development and Relationships", High and HizePubl, New Delhi, 1972.

Course Code	Title of the Course
31212	Child health and nutrition

Objectives

On completion of the course the students will be able to

- Describe the concept of nutrition.

- State the Indicators of health.

- State the Nutritional requirements of children of different age groups.

- Explain Major deficiency diseases of children and theirprevention.

- List Common childhood ailments.

- Describe Major nutrition and health programmesfor children.

Outcomes of the course:

- The course will impart the adequate knowledge about nutrition, Indicators of health, Major deficiency diseases of children and some Common childhood ailments.

- The course will help the students to have an insight on Nutritional requirements of children of different age groups.

BLOCK - I: NUTRITION AND HEALTH

UNIT I

Introduction-The concept of nutrition –Meaning of nutrition- Interrelation between nutrition and health – Indicators of health.

UNIT II

Health situation in India – National Health Policy – Health care services – Health care delivery system in our country- Ensuring health for all.

UNIT III

Introduction to Nutritional requirements- Nutritional requirements of children of different age groups – Infancy and early childhood and middle childhood.

UNIT IV

Planning balanced diets for children of different age groups –Recommended dietary intakes for infants- Emotional and Psychological aspects of infant feeding.

BLOCK - II: NUTRITIONAL PROBLEMS

UNIT V

Introduction- Planing Balanced diet for toddlers and preschoolers-Nutritional requirements among pregnant and lactating women-Influence of lactation on nutrient needs.

UNIT VI

Major deficiency diseases of children and their symptoms – Protein, energy, malnutrition and exophthalmia – Nature, clinical features, causes, treatment and prevention

UNIT VII

Other nutritional problems – 'B' complex deficiency – Vitamin 'D' deficiency – Vitamin 'C' deficiency.

UNIT VIII

Common childhood ailments – prevention and management- Introduction to Common childhood accidents and first aid- preventing injuries and accidents-giving first aid.

BLOCK - III: FOOD SUPPLEMENTATION PROGRAMME
UNIT IX

Nutrient deficiency control programmes such as national prophylaxis programmes for prevention of blindness due to vitamin 'A' deficiency –

UNIT X

National nutrition anemia control programme and National iodine deficiency disorders control programme –

UNIT XI

Food supplementation programme such as Integrated Child Development Services (ICDS), Mid Day Meal programme (MDM), Special Nutrition Programme (SNP) and Balwadi Nutrition Programme (BNP).

BLOCK - IV: HEALTH PROGRAMMES
UNIT XII

Major health programmes – Health programmes such as National Immunization programmes – National Family Welfare programme.

UNIT XIII

National programme for Control of Blindness – National Mental Health Programme – Child Survival and Safe Motherhood programme.

UNIT XIV

Assessment of nutrition status – Methods such as anthropometric measurements, diet survey, growth monitoring – Personal hygiene as an essential factor for health of the children.

REFERENCES

1. Ali Mohamad: "Food and Nutrition in India", K.B. Publications, New Delhi.
2. "National Seminar on Nutrition Education", NCERT, 1975.
3. Rirchie A S Jean, "Learning Better Nutrition", Raner, Italy, 1967.
4. Holmes C Alan, "Visual Aids in Nutrition Education", FAO, Rome, 1969.
5. Fee, "A Handbook for Nutrition Trainers of Anganwadi Worker", NIPCCD, 1994.
6. BrakhaneJeanmette, Robert E Rockwelt, "Food, Nutrition and the Young Child", Missowri, St. Louis, 1985.
7. Cameron Margaret &HotwanderYugne, "Manual on Feeding Infants and Young Children", UNICEF, New York.

Course Code	Title of the Course
31213	Education of the young child

Objectives

On completion of the course the students will be able to

- Trace the development of early childhood education through the contributions of child educators such as Froebel, Montessori, Tagore and others.

- State Recommendations of the National Policy on Education (1986)

- Identify the sources of finance for institutions of young children.

- State the play way methodsof educating children.

- Describe Basic features of Minimum Level of hearing (MLL)

Outcomes of the course:

- The course will impart the wisdom about the development of early childhood education.

- The course will identify the sources of finance for institutions of young children.

- The course will describe Basic features of Minimum Level of hearing (MLL).

BLOCK - I: EARLY CHILDHOOD CARE AND EDUCATION

UNIT I

Early childhood care and education – Its scope – Rationale- aims of Theoretical orientations in early childhood education.

UNIT II

Contributions of Rousseau, Froebel, Montessori, Tagore, TarabaiModak and AnutaiWagh – Head Start Programme – The system of pre-basic education of Gandhi.

UNIT III

Challenges of Indian education at preprimary and primary education-development of primary education in free India- Equalization of educational opportunities-Education of the girl child.

UNIT IV

The problem of wastage and stagnation – Education of the girl child – Pre-school education in strengthening the primary education.

BLOCK - II: NATIONAL POLICY ON EDUCATION (1986)

UNIT V

Recommendations of the National Policy on Education (1986) on early childhood care and Education at Elementary education.

UNIT VI

Financing of education of young children grant-in-aid for creches – National Creche Fund – Sources of finance.

UNIT VII

Policies and programmes of the Centre and State for the five year plans – Rules of recognition and grant-in-aid.

UNIT VIII

Welfare extension projects-integrated child welfare services-family and child welfare projects-supplementary nutrition programme.

BLOCK - III: EDUCATING THE YOUNG CHILD

UNIT IX

Chittibabu Committee Report on Code of Regulations for Nursery and Primary School-Study of Tamil Schools – Minimum specification for pre-schools.

UNIT X

Educating the young child – Learning through play – Activities for promoting cognitive and language skills.

UNIT XI

Activities for sensory exploration – Play activities for pre-reading and pre-writing skills – Music and movement.

BLOCK - IV: MINIMUM LEVEL OF LEARING (MLL)

UNIT XII

Basic features of Minimum Level of Learing (MLL) – MLL in language – MLL in mathematics – MLL in environmental studies,

UNIT XIII

Non-cognitive areas of learning – Evaluation as an essential input to primary education.

UNIT XIV

Definition of Curriculum- Curricular load for children-planning Curriculum for pre schools and primary education-develop self-esteem and optimistic attitudes-objectives and the content of primary curricula.

REFERENCES

1. AmbergLemore, "Raising Children Bilingually", Multilingual Malters Ltd. 1987.
2. Annie I Butler, "Early Childhood Education", D.VanHogland, New York, 1974.
3. Bernard Spodek, "Early Childhood Education", Prentice Hall, New Jersey, 1976.
4. WaghAnutai, "Parent and Community", ECEIM, 1979.
5. Sharma Adarsh, "Social and Personal Development of the Young Children", ECEIM, 1987.
6. Taneja V R, "Education: Thought and Practice", Delhi University Publishers.
7. Rusk Robert, "The Doctrine of Great Educators", McGraw Hill, 1964.
8. Sylvia Krown, "Threes and Fours go to School", Prentice Hall, New Jersey, 1974.
9. Report of the National Education Commission (1964-66), MHRD, New Delhi.

Course Code	Title of the Course
31214	**Practical I**

Practical details –**ANY 10**

1. Observation of children of different stages with regard to physical, motor, emotional, intellectual development.
2. Observing any one problem behavoiur among children and recording it.
3. Preparation of case studies of children.
4. To observe a child over a period of time to study trends in development.
5. To do a nutritional survey of children in different age group.
6. To visit pediatric section of hospitals to find out common ailments among children and their treatment.
7. To check up children to find out any symptoms of deficiency diseases.
8. To survey food habits and beliefs of parents related to food habits.
9. To visit noon centers and record their activities.
10. To prepare simple but nutritional food items and keep a record.
11. Observation of teaching in pre-primary and primary schools.
12. Collecting simple games, stories, rhymes and action songs suitable for children.
13. Visiting pre-primary and primary schools to find out whether they fulfill minimum specifications.
14. Critical analysis of code of regulations for nursery and primary schools.
15. Collecting curricular materials for pre-primary and primary education.

Course Code	Title of the Course
31221	Child in the emerging Indian society

Objectives

On completion of the course the students will be able to

- Describe the structural aspect of the Indian family and the family's role in socialization of the child.
- State the Patterns of parenting and their impact on the child.
- Explain the roles of religions, institutions in the socialization of the child.
- Describe the Social practices of child development.
- State the Characteristics of Indian Society.

Outcomes of the course:

- The course will give a clear picture on Indian family and the family's role in socialization of the child.
- The course will train the students to understand the patterns of parenting and their impact on the child.
- The course will analyze the social practices of child development.

BLOCK - I: CHILD AND THE STRUCTURAL ASPECT OF THE INDIAN FAMILY

UNIT I

The Child and the structural aspect of the Indian family – Type of family – 'Significant others' in the family – Family size.

UNIT II

Dynamics of social interaction – Role of family in socialisation of the child – Their stages in child socialization – Internalization.

UNIT III

Role expectations of a child – Sex stereotyping of role – Changing concept of childhood – Western values and ideas.

UNIT IV

Social agencies of child development – Stages of parenting-parental development-event of birth and its significance-major adjustments necessitated by birth.

BLOCK - II: PATTERNS OF PARENTING

UNIT V

Patterns of parenting- Democratic, autocratic, authoritarian –the nature of parent child relations- Parent-child interaction.

UNIT VI

Parent behaviour-- Parent behaviour dimensions-Oedipus complex and Electra complex in children – The neglected child – After care homes.

UNIT VII

Maternal deprivation-Institutionalized child-Social institutions-Influence of Religious institutions – Roles of church, mosque, temple.

UNIT VIII

The process of social weaning – Schools, textbooks – The pre-school, play group, mass media – Television.

BLOCK - III: CHILDREN'S STYLES OF LIFE

UNIT IX

Peer relations and play group-Group relations-Development of Altruism-Children's styles of life – Community and caste.

UNIT X

Social practices, customs, rituals and child care – Concept of childhood – Sex determination.

UNIT XI

Practice of female infanticide and foeticide –Infant and child mortality-child care programmes in India- Causes and consequences.

BLOCK - IV: GOVERNMENT SCHEMES OF TAMIL NADU FOR THE GIRL CHILD

UNIT XII

Schemes of the Government of Tamil Nadu for the girl child – Cradle baby scheme – Sex ratio – The fertility rates by sex – Late marriages – IMR by sex.

UNIT XIII

Indian Society – Characteristics of Indian society-Social group – Indian social syetem-Village community, caste system, joint family.

UNIT XIV

Plurality of culture – Unity in diversity – Urban way of living – Housing – Crime-migration and children – Employment pressure.

UNIT XV

Western values and ideas – Religion and education in child development- ethnic groups- racial groups – Education and eradication of class and race prejudices-Their importance in the context of child development.

REFERENCES

1. Bosard James H S and Eleanor Stoker Boll, "The Sociology of Child Development", 4[th]ed, Harper & Row, London, 1966.

2. Berk Laura E, "Infants, Children and Adolescents", 2nded, Allyn and Bacon, Singapore, 1966.

3. Medinnus, Gene R and Ronald C Johnson, "Child and Adolescent Psychology", John Wiley, New York, 1976.

4. Bijou Sidney W, "The Basic Stage of Early Childhood", Prentice Hall, New Jersey, 1976.

5. Rajammal P Devadas and N Jaya, "A Textbook on Child Development", Macmillan, Chennai, 1984.

6. Craig Grace J and Marguerite Kermis, "Children Today", Prentice Hall, New Jersey, 1995.

Course Code	Title of the Course
31222	Pre-school educational activities

Objectives:

On completion of the course the students will be able to

- Study about the Objectives of Pre-School Education.
- Understand about the Classification of Educational Activities based on age level of the child
- Reveal the Educational activities to promote cognitive abilities.

Outcomes of the course:

- The course will give a clear picture on the Objectives of Pre-School Education.
- The course will train the students to Understand about the Classification of Educational Activities based on age level of the child
- The course will reveal the Educational activities to promote cognitive abilities.

BLOCK - I: PRE-SCHOOL EDUCATION

UNIT I

Introduction-Objectives of Pre-School Education – Educational Activities (E.A) - Meaning – Importance.

UNIT II

The Pre-primary school as a centre for play-Pre-school as a centre for play activities-Pre-school as a centre for stimulation and developmental activities.

UNIT III

Classification of Educational Activities based on age level of the child, domains of development, grouping of children, based on level of teacher supervision and place of activity.

UNIT IV

Educational activities for gross muscle co-ordination - activities for motor development of the toddlers and preschoolers

BLOCK - II: EDUCATIONAL ACTIVITIES FOR PRE-READING AND PRE-WRITING

UNIT V

E.A. to promote sensory – motor and fine-muscle coordination – Indoor and outdoor equipments to promote gross muscle and fine muscle coordination.

UNIT VI

Introduction to Pre-reading and Pre-writing activities to promote language development- Stories for children.

UNIT VII

Teaching Rhymes, Music- Creative Drama for the young child – suitability of themes for young children – Activities for creative self-expression.

UNIT VIII

Educational activities to promote cognitive abilities for toddlers and preschoolers – Providing simple science experience activities.

BLOCK - III: EDUCATIONAL ACTIVITIES TO PROMOTE COGNITIVE ABILITIES

UNIT IX

Promoting cognitive abilities-Activities for observation, grouping seriation / sequencing – enhancing memory – simple problem solving – Introducing Pre-number concepts.

UNIT X

Concept formation- Educational activities for Socio – emotional development –Role Play.

UNIT XI

Simple science experience activities-Imaginative Play Activities – Drama – Activities for Channelization of emotions.

BLOCK - IV: PLANNING AND ORGANIZING EDUCATIONAL ACTIVITIES

UNIT XII

Planning and Organizing Educational Activities – Effective Use of Indoor and Outdoor space.

UNIT XIII

Improvised teaching aids using rural and urban waste materials – Organizing Simple Traditional Games for young Children.

UNIT XIV

Monitoring child's progress in Educational Activities-Assessment schedule for child's progress in Educational Activities.

REFERENCES
1. 'Activity-Based Curriculum for Pre-School Education', Indian Association for Pre-School Education, 2000.
2. 'Stimulation Activities for Young Children', RajalakshmiMuralidharan and ShobikaAsthana, New Delhi : NCERT, 1999.

3. 'Strategies for Effective Pre-School Education', Indian Association for Pre-School Education, 1999.
4. 'A Textbook on Child Development', Rajammal P. Devadas and N. Jaya, Coimbatore : Macmillan India Ltd., 1991.
5. Publications of IAPE on Play, Music, Drama and other activities for the Pre-Schoolers.

Course Code	Title of the Course
31223	Rights of the child and child care in India

Objectives:

On completion of the course the students will be able to

- Understand the basic rights of the children
- Describe the means of Protecting the basic rights of the children
- Justify the Need for child care
- Concept of child care
- Describe a few successful experiments to child care
- State the role of Child Welfare organizations

Outcomes of the course:

- The course will nurture the knowledge and understand the basic rights of the children
- The course will give an expertise in understanding the means of Protecting the basic rights of the children
- The course will describe the role of Child Welfare organizations.

BLOCK - I: BASIC RIGHTS OF THE CHILD

UNIT I

Profile of children of the world – Convention of the rights of the child – Four sets of basic rights.

UNIT II

Major goals for child survival, development and protection – Measures to promote children's rights – goals for the year 2000 fixed by the Government of India.

UNIT III

Protecting the basic rights of the children – Providing safe drinking water, nutritious food and health services.

UNIT IV

Protecting children from exploitation and abuse – Child labour as exploitation of children – Legal protection for child labour.

BLOCK - II: CONCEPT OF CHILD CARE

UNIT V

Provision of children's homes and adoption facilities for street children and orphans.

UNIT VI

Concept of child care – Need for child care – Types of child care.

UNIT VII

A few innovative approaches to child care as a support service for working women.

UNIT VIII

Social and economic justification for early childhood care and education.

BLOCK - III: CHILD CARE CENTERS

UNIT IX

Family and community participation in child care – Family day – Care center in Mumbai.

UNIT X

Mobile crèches in Delhi and Mumbai for construction worker's children – Community pre-schools for the rural poor.

UNIT XI

The Tamilnadu Experiments Palmyrah Workers Development Society, Martandom.

BLOCK - IV: CHILD WELFARE SERVICES

UNIT XII

Child care in other countries – Parent run daycare centers of France – The Beta Israel Project.

UNIT XIII

Child Welfare Services – State level services – Balwadi – Anganwadi.

UNIT XIV

Role of organizations providing child welfare services in India – NCERT, ICCW, CSWB, and NIPCCD.

REFERENCES
1. Chhabra Rami Petterson Willy, "The Situation of Children in India", 1979.
2. Erikson H Erick, "Childhood and Society", Pergium Dorks Ltd, 1969.
3. SlackotaneFesser, "Education and Daycare for Young Children in Need", The American International, Geneva, 1985.
4. De'Souza Alfred, "Children in India: Critical Issues in Human Development", 1979.
5. Jameson Kenneth, "Pre-school and Infant Studies", Vista, London, 1972.
6. "Why Children Matter", Bernard Van Leer Foundation (BVLF), 1994.
7. SalachSimcha, "In First Person Plural", BVLF, 1993.
8. Ruthpaz, "Paths to Empowerment", BVLF, 1990.

Course Code	Title of the Course
31224	**Practical II**

ANY 10

1. Observing a child in different social contexts- family, play group, and school and keeping a record.
2. Observing the different levels of interactions in the family- joint, nuclear and big families.
3. Recording conversations between children and analyzing it from sociological point of view.
4. Studying impact of mass media on the behaviour of the child.
5. Interviewing mothers of three generations and recording their child rearing practices.
6. Observation of welfare institutions for young children from the point of view of how far the children's rights are protected.
7. Evolving proforma to assess the existing condition of child welfare homes.
8. Visit to Balwadis and Anganwadis.
9. Interviews with working mothers to find out how they meet the needs of care of their children.
10. Making an assessment of needs. Availability, access and utilization with reference to child care facilities in various factors and sections of the community.
11. Recording of successful child care experiments in local areas.

Course Code	Title of the Course
31231	Education of children with special needs

Objectives of the Course:

On completion of the course the students will be able to

- Understand the Meaning of the expression 'Special Children'

- Identify the Categories of Special Children.

- The course will Describe the educational provisions of physically handicapped in India.

- Identify the mentally retarded and ways of educating them.

- Understand the technique of identifying gifted children.

- State the ways of Promoting education of the gifted and creative children.

- Develop an understanding to prevent disabilities, involvement of the families, community, the person with disability and the existing health infrastructure.

- Understand and develop skills for imparting rehabilitation therapy

Outcomes of the Course:

- The course will give the Meaning of the expression 'Special Children'

- The course will describe the educational provisions of physically handicapped in India.

- The course will make the learners Identify the mentally retarded and ways of educating them.

- The course will make the learners to Promote education of the gifted and creative children.

- The course will make the learners toUnderstand and develop skills for imparting rehabilitation therapy.

BLOCK - I: SPECIAL CHILDREN

UNIT I

Concept of Special Children – Meaning and definition of Special Children – Categories – Handicapped and the gifted.

UNIT II

Physically handicapped – visually impaired children- hearing impaired-Types of hearing defects-Speech impaired children.

UNIT III

Mentally retarded – Gifted and talented-Culturally disadvantaged – Socially disadvantaged – Their needs and education.

UNIT IV

Visually handicapped – Categories and characteristics – Identification, correction and medical treatment.

BLOCK - II: EDUCATION OF THE SPECIAL CHILDREN
UNIT V

Education of the visually handicapped – Grades of Braille-Limitations of Braille - Instructional materials-Technological and special aids.

UNIT VI

Speech and hearing impaired children-Definition-Speech and hearing disorders-Nature – Types –Characteristics of Speech and hearing impaired children -Causes – Identification of problems.

UNIT VII

Educational provisions for the physically handicapped in India-The role of All India Institute of Speech and Hearing Handicapped (AIISH).

UNIT VIII

Definition of Mentally retarded – Degrees of mental retardation – Identifying the mentally retarded – Characteristics -Causes-Working with a mentally disabled child.

BLOCK - III: GIFTED CHILDREN
UNIT IX

Gifted children – Concept – Characteristics – Needs-Identification of gifted children – Creativity – Meaning – Identification-Promoting education of the gifted and creative children.

UNIT X

Sensitization & mobilization towards community organization-Need and Importance. Awareness programs for disability using mass media such as art, music, puppet, theatre, street theatre, dance, drama etc.

UNIT XI

Approaches to Therapeutic Rehabilitation services- Neuro developmental therapy-Physical therapy-Occupational therapy-. Speech therapy- O&M training- Visual & speech perceptual training--Adaptive mobility devices - Medications

BLOCK - IV: DISABILITY AND REHABILITATION

UNIT XII

Rehabilitation aids and tools- : Orthotics &Prosthetics - Occupational therapy-Training in activities of daily living for rehabilitation- Self-help devices -Instrumental activities of daily living -Environmental control units,

UNIT XIII

Developmental aids and the skills to develop developmental aids using locally available materials, Adaptive devices, Low cost aids

UNIT XIV

Research in disability Rehabilitation - Need and scope of research in the field of disability and rehabilitation -- Science & scientific thinking-Problems faced by rehabilitation specialists in research. Qualities of good research worker in disability area.

REFERENCES

1. Daniel P Hallahan and James M Kauffman, "Exceptional Children: Introduction to Special Education", Prentice Hall, London, 1991.
2. Blake K A, "The Mentally Retarded: An Education Psychology", Prentice Hall, New Delhi, 1976.
3. Indira Swaminathan, "Developing Creativity in Young Children".
4. Jangira, N.K. et-al, "Source Book for Teaching Visually Disabled Children", NCERT, New Delhi, 1988.
5. UdayShanker, "Exceptional Children", Sterling Publ. New Delhi, 1984.
6. Mani MNG, "Techniques of Teaching Blind Children", Sterling, New Delhi.
7. Garret J F, "Psychological Aspects of Physical Disability", Washington, 1952.

Course Code	Title of the Course
31232	Planning and organization of institutions of young children

Objectives of the Course:

On completion of the course the students will be able to

- Describe the Physical set up of the day center, pre-school and primary school.
- State the Guiding principles for programme planning for institutions of young children.
- List the important Furniture, equipment and appliances necessary for institutions of young children.
- Understand the maintenance of such equipment's.
- List the Records to be maintained in institutions of young children.
- Describe the importance of Parent education programme.
- Describe the strategies for Securing cooperation from the parents in the community.

Outcomes of the Course:

- The course will enlighten the Physical set up of the day center, pre-school and primary school.
- The course will make the learners understanding about the Guiding principles for programme planning for institutions of young children.
- The course will make the learners understanding about the importance of Parent education programme.

BLOCK - I: PHYSICAL SET UP OF THE DAY CENTER

UNIT I

Design of a preschool-classroom arrangement-Physical set up of the day center, pre-school and primary school.

UNIT II

Building – Site – Location – Ventilation – Light arrangement – Floor and space – School garden –Playground.

UNIT III

Additional areas for children-Provision of safe drinking water and sanitary conditions.

UNIT IV

Guiding principles for programme planning – Setting up and running a child care Centre.

BLOCK - II: SHORT-TERM AND LONG-TERM PLANNING

UNIT V

Planning of activities and programmes of the preschool and primary school – Short-term and Long-term – Daily schedule – Weekly planning.

UNIT VI

Planning for the term and yearly planning – Curriculum and Lesson plan-Time-table and Calendar.

UNIT VII

Developmental characteristics of preschoolers-Furniture, equipment and appliances – Criteria for selection and purchase.

UNIT VIII

Their functional utility and maintenance – Indoor and outdoor equipments-Equipments suitable for different age groups.

BLOCK - III: MAINTAINANCE OF RECORDS

UNIT IX

Records to be maintained in a crèche-Need and importance of school records-Some Records to be maintained in pre-school.

UNIT X

Importance, types and maintenance – Admission register, fee register, library register, stock book, school cash book, and cumulative records.

UNIT XI

Parent education programme – Programme for the parents and community – Purpose – Organization – Motivation of the community.

BLOCK - IV: PARENTAL INVOLVEMENT OF THE SCHOOL

UNIT XII

Methods of educating the parents in the community – Securing cooperation through strategies such as home visits, interviews, group discussion.

UNIT XIII

Parent-teacher meetings, exhibitions, lecture by specialists, pamphlets, booklets, posters, newsletter, and picnics.

UNIT XIV

Parental involvement of the school and the community in programmes for the children – 'AnnaiarKazhagam' (Mother's Association).

REFERENCES
1. WaghAnutai, "Parent and Community", ECEIM, 1979.
2. Allen of Hurtwood, "Planning for Play", Thames & Hudson, London, 1971.
3. Herron R E, "Children's Play", Johnwiley, London, 1971.
4. Betty L Broma, "Early Years in Childhood Education", Rand McNally, Chicago, 1978.
5. Annie L Butler, "Early Childhood Education", D.VanHogland, New York, 1974.
6. Brophy J E et-al, "Teaching in the Pre-school", Harper and Row, New York, 1975
7. GolbyGreenward and West, "Curriculum Design", ELBS, London, 1979.
8. RajalakshmiMuralidharan and Uma Banaerjee, "A Guide for Nursery School Teacher", NCERT Publication.

Course Code	Title of the Course
31233	Research in child studies

Objectives of the Course:

On completion of the course the students will be able to

- Describe Common methods used to study children.

- Explain General research designs for studying children.

- Describe the different approaches to the study of the children.

- Understand the various methods of Developmental research.

- Explain the different methods of observational child study with their uses.

- Understand the ways of assessing different areas of Development of child.

Outcomes of the Course:

- The course will make the student aware about Common methods used to study children.

- The course will make the learners to understand about General research designs for studying children.

- The course will make the learners know about the different approaches to the study of the children.

- The course will make the learners to understand the ways of assessing different areas of Development of child.

BLOCK - I: CONCEPT OF RESEARCH

UNIT I

Concept of Research – Meaning of Research – Importance of Research – Characteristics of Research-Significance of Research.

UNIT II

Need for research on children –Importance of research on children- Problems of research on children.

UNIT III

Types of research- fundamental research, applied research, and action research – Areas of research in child studies.

UNIT IV

Steps in developing a research project – Selection of a research problem – Where to look for problem of research.

BLOCK - II: CRITERIA FOR SELECTION OF THE PROBLEM

UNIT V

Criteria for selection of the problem – Justifying the significance of the problem – The value of review of related literature.

UNIT VI

Evaluation of a problem-Hypothesis – Meaning – Formulating types – Sampling – Meaning – Need – Types of sample designs-Techniques.

UNIT VII

Common methods used to study children – Systematic observation (naturalistic observation and structural observation).

UNIT VIII

Self reports (clinical interview, structural interview, questionnaires and psychological test) – Clinical method (case study)- Ethnography – Construction and standardization of research tools.

BLOCK - III: GENERAL RESEARCH DESIGNS

UNIT IX

General research designs – Co-relational designs – Experimental designs – Types of Experimental designs- Application of Experimental Technique in child studies.

UNIT X

Designs for development in child studies – The longitudinal design – The cross sectional design.

UNIT XI

Changes in procedure during longitudinal studies-Problems in conducting longitudinal and cross sectional research-Analysis of longitudinal data.

BLOCK - IV: ETHICS IN RESEARCH ON CHILDREN

UNIT XII

Ethics in research on children – Guidelines for ethical research practice-Need and importance of Ethics in research on children.

UNIT XIII

Analysis of research data and report writing – Qualitative data analysis – Descriptive and inferential statistics.

UNIT XIV

Preparation and evaluation of research report on children – Writing of qualitative research report on children.

REFERENCES
1. Bhatia H R, "Understand your Children".
2. Driscoll G, "How to Study the Behaviour of Children".

3. Straney Ruth, "Introduction to Child Study".
4. Slee Philip T, "Child Observation Skills".
5. Thomson George G, "Child Psychology", Surjeet Publ. Delhi, 1979.
6. JorBagh, "Study of the Young Child", UNICEF, New Delhi.
7. Best John W, "Research in Education", Prentice Hall, New Delhi, 1985.
8. Buch M B, "The Fifth Survey of Research in Education", NCERT, New Delhi, 1996.

Course Code	Title of the Course
31234	**Practical III**

ANY 10

1. Visit to schools meant for children with special needs.
2. Observing the teaching method.
3. Identifying a gifted child in the class.
4. Visit to schools with integrated approach to education of children with special needs.
5. Survey of buildings for day-care centers, pre-primary schools, primary schools and preparing a model plan for a building.
6. Preparation for time table for different institutions for the young children
7. Preparation of a calendar for the school.
8. Visits to these institutions and gathering information about maintenance of different registers.
9. Preparation of low-cost and non-cost teaching aids.
10. To gather traditional beliefs about child development and keeping a record of time. Also to verify how scientific or otherwise the beliefs are.
11. To list problems related to studying children based on field work.
12. To conduct a case study of a child and keeping a record of it.
13. To assess the different areas of development using scales developed for the purpose.
14. To observe children and keep a record of the developmental activities.
15. To observe the same child over a period of time to study trends in development.
16. To get experience in constructing various tools for research used for studying the child.

Course Code	Title of the Course
31241	Pre-school home community linkages

Objectives of the Course:

On completion of the course the students will be able to

- Define the meaning and scope of community

- State the Linking objectives of pre-school education

- Understand the Formal and informal strategies

- Describe the role of traditional and non-traditional media to reach the community

- Explain the role of service organisations

Outcomes of the Course:

- The course will make the student aware about the meaning and scope of community

- The course will make the student to state the Linking objectives of pre-school education

- The course will make the learners to understand about the Formal and informal strategies

- The course will make the learners know about the role of traditional and non-traditional media to reach the community

- The course will make the learners to know about the role of service organizations

BLOCK - I: COMMUNITY

UNIT I

Community – Meaning and scope – Types of communities – Pre-school as a part of the community – Home as a sub-system in the society – Child as a link between the home and the community.

UNIT II

Linking objectives of pre-school education with the expectations of the parents, and the community.

UNIT III

The importance of partnership between the pre-school and the parents; and the link between the pre-school and the community.

UNIT IV

Communication as an essential component in establishing linkage – Hurdles in establishing the linkage – Ways to overcome barriers communication.

BLOCK - II: FORMAL AND INFORMAL STRATEGIES
UNIT V

Strategies for enhancing pre-school-parent partnership – Ensuring involvement of rural and urban parents in the pre-school programme.

UNIT VI

Formal and informal strategies: Parent-teacher meetings, observing parents day, newsletters, circulars, bulletin boards.

UNIT VII

Home visits and informal discussion, games with parents, simple celebration of birthdays, wedding anniversaries of the parents.

UNIT VIII

Improving pre-school – Community linkages – Involving the community in planning, executing, monitoring and assessing the pre-school programme.

BLOCK - III: LINKAGES WITH NEARBY PRE-SCHOOLS
UNIT IX

Establishing linkages with nearby pre-schools – Peer supervision –Ways of obtaining services and financial assistance from the community.

UNIT X

The role of traditional and non-traditional media to reach the community – Folk media – Villupattu, street plays, oyilaattam, harikatha, puppet shows.

UNIT XI

Modern media – Mass media, radio, television, cinema, newspapers and magazines and posters – Their relative effectiveness in establishing the link.

BLOCK - IV: PLANNING AND ORGANIZING MEETINGS OF THE PRE-SCHOOL STAFF
UNIT XII

Planning and organizing meetings of the pre-school staff with the parents and the community – Identifying the community leaders.

UNIT XIII

Involving the village panchayat and local administration bodies in the development of the pre-school – Issues and agenda for discussion in these meetings.

UNIT XIV

Organizing festivals and celebration of important national days and religious festivals with the help of the community – The role of service organizations like Rotary Clubs, Lions

Clubs and Jaycees, strengthening the pre-school-Involving the rural and urban disadvantaged groups and educating them about the philosophy of the pre-school.

REFERENCES

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2. G. Pankajam, 'Pre-school Education: Philosophy and Practice', Gandhigram Rural University Press, 1991.
3. IAPE Conference reports on Parents and Community Links with Pre-Schools.
4. RajalakshmiMuralidharan and Uma Banerjee, 'A Guide for Nursery School Teachers', NCERT Publication.
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6. Salach, Simcha, 'In First Person Plural', Bernard Van Leer Foundation, 1993.
7. Sarah HamondLeeper et-al, 'Good Schools for Young Children', The Macmillan Company, London, 1968.
8. Sylvia Krown, 'Threes and Fours Go to School', Prentice-Hall Inc., New Jersey.
9. Venna Hildebrand, 'Introduction to Early Childhood Education', Macmillan Publishing Co. Inc., New York.

Course Code	Title of the Course
31242	Educational and Instructional Technology for young children

Objectives of the Course

On completion of the course the students will be able to

- Define the meaning of Educational and Instructional Technology
- Understand the Approaches of Educational Technology
- The course will make the student to Understand the Psychological bases for ICT among teachers and learners
- Understand the Application of Technology in Assistive Devices

Outcomes of the Course

- The course will make the student aware aboutthemeaning of Educational and Instructional Technology
- The course will make the student to Understand the Approaches of Educational Technology
- The course will make the student to Understandthe Psychological bases for ICT among teachers and learners
- The course will make the student to Understandthe Application of Technology in Assistive Devices

BLOCK - I: EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Unit I

Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance -Educational Technology and Instructional Technology – Role and Recent Trends.

Unit II

Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

Unit III

Differential Instruction, Universal Design of learning and Individualized Instruction-Implication of the above for inclusion.

Unit IV

ICT – Meaning, Definition, Scope and Significance- Psychological bases for ICT among teachers and learners-

BLOCK - II: DEVELOPMENT OF ICT

Unit V

Development of ICT – Stages, Requirement and Process -Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference to communicate with families and children in other places.

Unit VI

Technology Tools and Interactive Media-Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Unit VII

Multi Media - Meaning, Nature, Scope, Definition and Approaches-Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smart board, e-Flash Cards, Educational Toys

Unit VIII

Advantages, Limitations and Challenges of Using Multimedia in Education -Recent Trends in Multimedia -Implication of Multimedia in teaching learning.

BLOCK - III: DISABILITY FRIENDLY TECHNOLOGY

Unit IX

Enhancing Technology Friendly Practices among Teachers-Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites

Unit X

Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC -Developing Technology Integrated Lessons – Sharing e-books with Individual and Group.

Unit XI

Implications of Technology based instruction in Inclusion -digital storytelling with children- Co-create digital books with photos of the children's play or work- digital audio files with the child as the narrator.

BLOCK - IV: APPLICATION OF TECHNOLOGY

Unit XII

Application of Technology in Worksheet Preparation, Report writing and Evaluation.

Unit XIII

Application of Technology in Assistive Devices – For example, JAWS, Smart phones, Screen Readers

Unit XIV

Application of Technology in Instruction – Individual, small group and large group-Advantages, merits and demerits -Implications for inclusion

REFERENCES
1. Venna Hildebrand, 'Introduction to Early Childhood Education', Macmillan Publishing Co. Inc., New York.
2. Sarah HamondLeeper et-al, 'Good Schools for Young Children', The Macmillan Company, London, 1968.
3. Erickson H. Erick, 'Childhood and Society', Perguim Dorks Ltd., 1969.
4. Brophy J E et-al, "Teaching in the Pre-school", Harper and Row, New York, 1975
5. GolbyGreenward and West, "Curriculum Design", ELBS, London, 1979.

Course Code	Title of the Course
31243	Practices of child Rearing

Objectives

On completion of this course, students will be able to
- Outline parenting styles/ roles and methods.
- Identify major theories related to various parenting styles
- Identify and describe the factors that influence parenting of a child with special need
- Analyze the social factors that promote the healthy growth and development of children with special needs from birth to adolescence.
- Analyze the types of structures of various organizations that can help in nurturing children with special needs
- Identify and access various support systems available to parents and families.
- Understand the Specific Needs and concerns of families having a child with disability
- Become aware of disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- Counsel the family members and community regarding interventions with disabled people.

Outcomes of the Course

- The course will make the student aware about the Outline parenting styles/ roles and methods.
- The course will make the student to Identify major theories related to various parenting styles
- The course will make the student to Identify and describe the factors that influence parenting of a child with special need
- The course will make the student to analyze the social factors that promote the healthy growth and development of children with special needs from birth to adolescence.
- The course will make the student to Analyze the types of structures of various organizations that can help in nurturing children with special needs
- The course will make the student to Identify and access various support systems available to parents and families.
- The course will make the student to Understand the Specific Needs and concerns of families having a child with disability
- The course will make the student to become aware of disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- The course will make the student to Counsel the family members and community regarding interventions with disabled people.

BLOCK - I: INTRODUCTION TO PARENT EDUCATION

UNIT -I

Introduction to Parent education: Need for Parenting Education - Concepts of Parenthood - Characteristics of Parenthood and Parent-Child Relations

UNIT II

Historical Perspective on Parenting - Variables Impacting Parenthood, Theories of Parenting. Qualities of good Parenting skills, parenting styles, parenting types

UNIT- III

Role of Culture and Tradition in Parenting: Contemporary Families - Features , Diversity . Family systems Theory - Systemic Family Development Theory - Common Developmental Process in Families - Family Ecology Theory (Brofenbenner) and Parenting.

UNIT IV

Erikson, Vygotsky, Piaget theory and their application to Parenting. Evolving Concepts of Parenthood: - Behaviour problems, transition to parenthood- adjusting to parenthood- parenting in Adoptive Family Systems. Stages of Parenting

BLOCK - II: PARENTING CHILDREN WITH SPECIAL NEEDS

UNIT V

Parenting Children with Special Needs- *Negative conditions* **-**Anxiety-Anger-Frustration-Guilt-Confusions –Powerlessness -Disappointment –Rejection, Role confusion, Superstition practices, Depressive moods -Working together with other professionals -Other professional involved with the care of the young child-Respecting professional roles-Skill transfer-Sharing information

UNIT VI

Parents as partners in rearing children with special needs --Respecting parent priorities- Active listening- Accommodating special circumstances-Single parent families-Working parents- Parents from minority communities-Parents with multiple responsibilities-Influence of family beliefs about parenting, child learning & impairment

UNIT VII

Challenges in rearing special needs children- emotional, physical exhaustion, stress, school related issues, financial constraints -family relationships. Different Concerns: Medical Issues, Behavior Issues, Developmental Issues, Learning Issues, Mental Health Issues, Common Concerns.

UNIT VIII

Impact of disability on persons with disability and their families: reactions of parents/family members, school and society and ways of coping. Needs and problems of persons with disability -and their families across the life span and at critical stages in their lives and social work intervention at each stage.

BLOCK - III: SPECIAL REQUIREMENTS OF SPECIAL CHILDREN
UNIT IX

Special requirements of families having children with special needs. Intervention - family crisis intervention, family centred intervention, parent guidance, parent training, support/self help groups of parents/siblings; community level –community awareness, education

UNIT X

Role of family and community in management of Children with Special Needs- Access Information and Services: Early interventions-Assessments, planning –Programming- Stimulation training -Treatments (Medicinal / Therapeutic rehabilitation)-Post evaluations

UNIT XI

Training: Daily living skill trainings-Home based training-Parent training -Inclusive development & education-Pre-vocational educations-Vocational skill training -Co-curricular activities-Post evaluations -Treatments (Medicinal / Therapeutic rehabilitation) -Orthotic & Prosthetic appliances -Surgical treatments

BLOCK - IV: STATE DISABILITY FORUMS
UNIT XII

Network: Care giving support - Parent's association / Federations- Seek other parent's support- Special school associations- Nutrition consultants- Pediatric, Psychiatric & Neurology practitioners- Speech therapist, Occupational therapist, Physiotherapist, Mobility Rehabilitation personnel- District / State Disability forums

UNIT XIII

Liaison -National / State level special Olympic federation- Special children sports academy – District / state- Children's clubs- Welfare clubs - District Disabled Welfare Office (DDWO) & its services

UNIT XIV

 NHFDC (National Handicapped Finance Development Corporation) & its services, Income tax exemption / redemption benefits , Benefits under PWD act / National trust for welfare of persons with Autism, CP, MR and Multiple Disability act / RCI act.

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1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). *Hand Book of Disability Studies.* Sage, London

2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:

3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.

4. Bigner, Jerry . (2010, 8th edition). Parent-child Relations. Pearson Merrill Prentice Hall: Columbus Ohio.

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6. Carson, R.C., Butcher, J.N., &Mineka, S. (2007). *Abnormal Psychology and Modern Life* (11th Ed). New Delhi: Dorling Kindersley (India) Pvt. Ltd.

7. Hammer, Tommie J. & Turner, Pauline, H. (2001). Parenting in Contemporary Society 4th Ed. MA: Allyon& Bacon.

8. Heath, P. (2009). *Parent-child relations: Context, research, and application.*NewYork,NY : Pearson Education.

9. Hegarty Seamus &MithuAlur, (2002). *Education and Children with Special Needs.* Sage, London

10. Judith Winter, (2006). Breakthrough Parenting for Children with Special Needs. Library of Congress Cataloguing. San Francisco, USA.

11. Karanth, Pratibha& Joe Rozario, (2003) *Learning Disability in India*. Sage, London

MasudHoghughi, (Ed). (2009). Handbook of Parenting Theory and Research for Practice. Sage Publications. New Delhi.

12. Moore, (2005). *Researching Disability Issues*. Open University Press, London.

Pamela Bartram, (2007). Understanding Your Young Child with Special Needs. Jevince Kingsley: United Kingdom.

13.Panda, K.C. (2001). *The Education of the Exceptional Child.* New Delhi: Vikas Publications.

Course Code	Title of the Course
31244	**Practical IV**

ANY 10

1. Home visits, interview and evaluation to know need base for programme planning.
2. Information gathering related to theRole of Culture and Tradition in Parenting Preparation of Charts and materials relating to disability prevention and rehabilitation.
3. Organization of parents programme on health, Hygiene and nutrition.
4. Organization of children's programme for parents.
5. To visit a special school and identify behavioral modification techniques used in teaching, learning and managing difficult behavior in children and prepare a report.
6. Case study of challenged children (any two categories).
7. Develop learning material to teach basic daily living skills for children with the help of ICT.
8. Creating 5 pamphlets to create awareness in the community on the rights of children.
9. Observation of play and interaction of 4 typically developing children from birth – 6 months, 6 months – 1 year,1 year – 3 years, 3 years– 6 years
10. Planning and conducting activities for a child with special needs.
11. Visit to normal preschool with inclusive education training recourses teacher for setting resources centre.

&

e. 3. Duration of the Programme:

The programme for the degree of Master of Arts in Child Care and Education shall consist of two academic years divided in to four semesters. Each semester consists of Three Theory Papers and One Practical Paper. Theory course carry 4 credits each and Practical course carry 4 credits. Each semester consist of 16 credits.

e. 4. Faculty and Support Staff Requirements:

The programme for the degree of Master of Arts in Child Care and Education requires the following faculty and supporting staff:

Staff Category	Required
Core Faculty	3
Faculty - Specialization	2
Clerical Assistant	1

Faculty may belongs to at least Assistant Professor Level

e. 5. Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

e. 6. Identification of Media:

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

e. 7. Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter and Learning Centres. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation:

f. 1. Procedure for Admission:

A candidate who has passed any U.G degree (10 + 2+ 3 system) of any other University accepted by the Syndicate as equivalent thereto shall be eligible toappear and qualify for the M.A. Degree inChild Care and Educationof this University after a course of study of two academic years.

f. 2. Curriculum Transactions:

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

For practical courses, theprocedure will be issued to the learners. In the concern areas, instruction would be given for the practical activities followed by showing the records and the documents.And finally the students have to do the activities individually.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses (3 courses with 4 credits each)	48
Practical Courses (1 course with 4 credits)	120
Total	**168**

f. 3. Evaluation:

The evaluation shall be conducted separately for theory and practical to assess the knowledge acquired during the course of study. There shall be two systems of evaluation viz., internal assessment and end semester examinations.
In the case of theory courses the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignment preparation. The internal assessment shall comprise of maximum 25 marks for each subject. The end semester examination shall be of three hours duration to each course at the end of each semester. The end semester examinations shall comprise of maximum of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

In the case of Practical courses for M.A.,programme in Child Care and Education should be conducted at every semester. The internal evaluation of practical courses will be done through continuous assessment of skill in collecting the data and record note preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

f. 3.1. Question Paper Pattern:

Answer all questions (one question from each unit with internal choices Time: 3 Hours Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for **theory** courses

Component	Marks
Assignments (5 questions per course)	25
Total	**25**

The following procedure shall be followed for awarding internal marks for **Practical**courses

Internal –Practical	Marks
Record	25
Total	**25**

f. 3.3. Passing Minimum:

The candidate shall be declared to have passed the examination if the candidate

secures a minimum of 50% (50 marks out of 100 marks) in the University end semester examination. Then the total marks secured by the candidate will be taken and added with his/her internal marks (Maximum marks 25).

For a pass in the Practical paper, a candidate has to secure a minimum of 50 % (37.5 marks) marks in the University end semester practical examination (75 marks) examination. Then the total marks secured by the candidate will be taken and added with his/her internal marks (Maximum marks 25).However submission of all record notebook is a must.

Candidate who does not obtain the required minimum marks for a pass in a course shall be required to appear and pass the same at a subsequent appearance.

f. 3.4. Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester
G_i = Grade Point obtained for course i in any semester.
n refers to the semester in which such courses were credited

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

Grade Point Average = Sum of the multiplication of grade points by the credits of the courses

Sum of the credits of the courses in a semester

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme

Sum of the credits of the courses for the entire programme

CGPA	Grad	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. Maximum duration for the completion of the course:

The maximum duration for completion of M.A., Degree in Child Care and Education programme shall not exceed ten semesters from their fourth semester.

f. 3.6. Commencement of this Regulation:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.	
		First Year	Second Year
1	Admission Processing Fees	300.00	-
2	Tuition Fees	5000.00	5000.00
3	ICT Fees	150.00	150.00
	TOTAL	5450.00	5150.00

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

The students who have enrolled themselves in M. A., Child Care and Education Programme shall attend the face to face contact session for Practical Courses at their respective Learning Centres.

Directorate of Distance Education, Alagappa University, Karaikudi housing an excellent Library facility with adequate number of copies of books in relevant titles for M. A., Child Care and Education programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

S.No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development	10,00,000/-
2	Programme Delivery	20,00,000/-
3	Programme Maintenance	3,00,000/-

i. Quality assurance mechanism and expected programme outcomes:

i. 1. University's Moto:
    'Excellence in Action'

i. 2. University's Vision Statement:
    Achieving Excellence in all spheres of Education, with particular emphasis on "PEARL"- Pedagogy, Extension, Administration, Research and Learning.

i. 2. University's Objectives:

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.
2. Fostering Research for the Advancement and Dissemination of Knowledge

i. 3. University's Quality Policy:
    Attaining Benchmark Quality in every domain of 'PEARL' to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i. 4. University's Quality Quote:
    Quality Unleashes Opportunities towards Excellence (QUOTE)

i.5. Programme's Review Mechanism:
    The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of M. A., Child Care and Education programme of study may reflect the gaining of knowledge and skill in the subject. And all these gaining of knowledge may help the students to get new job opportunities, upgrading in their position not only in employment but also in the society, make students feel thirsty to achieve in research in the fields associated with the discipline- Child Care and Education achieving in competitive examinations on the subject.

The benchmark qualities of the programme may be reviewed based on the performance of

students in their end semester examinations. Apart from the end semester examination-based review feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the M. A., Child Care and Education Programme.

Directorate of Distance Education

Alagappa University, karaikudi

Minutes of the Meeting of the Board of Studies in Education for B.Ed, M.A.(Child Care & Education), M.A.(Education) Programmes (ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi – 630 003, on 04.09.2017 at 10.00 am.
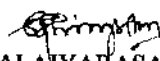
Members Present

1.	Dr. P.Sivakumar	-	Chairman
2.	Dr. E.Ramganesh	-	Member
3.	Dr. G.Kalaiyarasan	-	Member
4.	Dr. A.Balu	-	Member

The revised curriculum for B.Ed, M.A.(Child Care & Education), M.A.(Education) programmes was scrutinized and discussed in the meeting. The board has resolved the following:

1. The necessary suggestions offered by the members be carried out in the B.Ed, M.A (Child Care & Education), M.A.(Education) curriculum .

2. The curriculum of B.Ed, M.A.(Child Care & Education), M.A.(Education) be approved.

3. The Approved Syllabi be provided in the Annexure.

(A.BALU) 04.09.17

(G.KALAIYARASAN)

(E.RAMGANESH)

(P.SIVAKUMAR)

M.A Economics

(Distance Education Programme)

Curriculum (2018 - 19 onwards)

with

Credit Based System

Directorate of Distance Education

Alagappa University

[A State University Accredited with A+ Grade by NAAC (CGPA: 3.64) in the Third Cycle]

Karaikudi - 630 003

Degree of Master of Arts (M.A) in Economics
Credit Based System (CBS)
(With effect from June 2018 - 19 onwards)

Degree of Master of Arts (M.A) in Economics

Credit Based System (CBS)

(With effective from June 2018 - 19 onwards)

a. Programme's Mission & Objectives:

To afford a High Quality Post Graduate Degree (M.A) Economics through Distance Learning mode to the graduate-aspirant in order to enrich the knowledge of Economics and maximize the employability of the graduates for their livelihood.

The objectives of the programme include;

➢ To provide elaborate knowledge of the concepts of Economics

➢ To enrich the students with recent developments in Economics

➢ To develop a skill to evaluate the Fiscal policies

➢ To make the students to analyse about Micro and Macro economics

➢ To expose students to the theory and functioning of the monetary and financial sectors of the economy.

➢ To develop entrepreneurial skill among the students

➢ To equip the students with policy formulation and economic administration

➢ To develop an ability to present one's own analysis of the problems and issues in the language of an Economist

➢ To enable the students to examine the impact of trade policies followed both at national and international level

➢ To enlighten the students with Research issues in Economics and to develop scientific approach in the analysis of social problems

b. Relevance of the Programme with Alagappa University's Mission and Goals:

In order to align with the mission and goals of Alagappa University the M.A., Economics programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject will enrich the human resources for the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

c. Nature of Prospective Target Group of Learners:

A Candidate with B.A Economics degree or an Equivalent Degree from a recognized University shall be eligible for M.A Economics programme. Also, the target group of learners includes various level employees of educational institutions and other institutions, research aspirants and women taking care of family.

d. Appropriateness of programme to be conducted in Distance learning mode to acquire specific skills and competence:

M.A., Economics programme through Distance Learning mode is developed in order to provide subject-specific skills including knowledge about Micro Economics, Development Economics, Indian Economy, Industrial Economics, Fiscal Economics, Agricultural Economics, International Economics, Monetary Economics, Entrepreneurship development and Computer Application in Economic Analysis.

e. Instructional Design:

e. 1. Curriculum Design:

Sl. No	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max.	C Max.
**FIRST YEAR**
**I Semester**
1	**36211**	Micro Economics - I	25	75	100	4
2	**36212**	Development Economics	25	75	100	4
3	**36213**	Indian Economy	25	75	100	4
4	**36214**	Industrial Economics	25	75	100	4
		Total	**100**	**300**	**400**	**16**
**II Semester**
5	**36221**	Micro Economics - II	25	75	100	4
6	**36222**	Environmental Economics	25	75	100	4
7	**36223**	Fiscal Economics	25	75	100	4
8	**36224**	Research and Statistical Methods	25	75	100	4
		Total	**100**	**300**	**400**	**16**
**SECOND YEAR**
**III Semester**
9	**36231**	Macro Economics - I	25	75	100	4
10	**36232**	Agricultural Economics	25	75	100	4
11	**36233**	International Economics	25	75	100	4
12	**36234**	Monetary Economics	25	75	100	4
		Total	**100**	**300**	**400**	**16**
**IV Semester**
13	**36241**	Macro Economics - II	25	75	100	4
14	**36242**	Econometric Methods	25	75	100	4
15	**36243**	Entrepreneurship Development	25	75	100	4
16	**36244**	Computer Application in Economic Analysis	25	75	100	4
		Total	**100**	**300**	**400**	**16**
**Grand Total**	**400**	**1200**	**1600**	**64**

Course Code Legend:

3	6	2	X	Y

362 - M.A., Economics

X - Semester Number

Y - Course Number in the Semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C: Credit Points, Max.: Maximum

No. of Credits per Course   - 4

Total No. of Credits per Semester   - 16

Total No. of Credits the Programme - 16 X 4 = 64

e. 2. Detailed Syllabi:

FIRST SEMESTER

Course Code	Title of the Course
36211	Micro Economics - I

Objectives:

On completion of the course the students will be able to

❖ Obtain in-depth knowledge on basic theoretical foundations in micro economics to the students.

❖ Explain the relationship between scarcity, choice and economic interaction.

❖ Clarify the relationship between demand and supply, the concept of free market equilibrium, and the role of price in allocating scarce resources.

Unit-1: Scope of Micro Economics - Economics as a Positive Science - Criteria for Choosing among Alternative Theories - Dynamic Economic Analysis and Cobweb Theorem.

Unit-2: Partial and General Equilibrium Analysis.

Unit-3: Demand Analysis: Ordinal Utility Theory - Revealed Preference - Theory of Consumer's Surplus.

Unit-4: Theories of Search, Asymmetric Information, Lemons, Market Signaling.

Unit-5: The Efficient Market Hypothesis: Meaning - Types and Limitations.

Unit-6: Theory of Production: Introduction - The Law of Variable Proportions - The Law of Returns to Scale.

Unit-7: Production Function: Cobb Douglas and CES - Technical Progress and Production Function - Classification of Technical Progress, Embodied and Disembodied.

Unit-8: Theory of Cost: Introduction - Meaning - its importance.

Unit-9: The Traditional Theory of Costs.

Unit-10: The Modern Theories of Costs.

Unit-11: Economies of Scale - Meaning - Importance - Elasticity of Costs.

Unit-12: Price and Output Determination: Perfect Competition - Meaning - Characteristics.

Unit-13: Monopoly - Meaning - features - its characteristics

Unit-14: Oligopoly - Meaning - Characteristics.

References:

1. Jhingan, M.L. (2011), **"Micro Economic Theory",** Vikas Publishing House, New Delhi.
2. Dewett, K.K. (1985), **"Modern Economic Theory",** S. Chand and Company, New Delhi.
3. Ahuja, H.L. (2004), **"Micro Economics",** S. Chand and Company, New Delhi.
4. Koutsoyiannis, A. (2000), **"Modern Microeconomics",** Macmillan Press, London.
5. Layard, P.R.G. and A.W. Walters (1978), **"Microeconomic Theory",** McGraw Hill, London.
6. Sen, A. (1999), **"Microeconomics: Theory and Application",** Oxford University Press, New Delhi.
7. Stigler, G. (1996), **"Theory of Price",** PHI, New Delhi.
8. Varian, H.R. (2000), **"Microeconomic Analysis",** W.W. Norton, New York.

Course Code	Title of the Course
36212	Development Economics

Objectives:

On completion of the course the students will be able to

❖ Familiarize the economic development issues.

❖ Apply the core concepts and quantitative tools to analyze real world problems and evaluate alternative economic policy proposals on economic development issues.

❖ Understand the concepts and theories in economic development.

Unit-1: Concepts of Economic Growth and Development - Characteristics of Less Developed Countries - Obstacles to Development.

Unit-2: Growth-Meaning- Poverty and Income Distribution.

Unit-3: Human Development Index - Physical Quality of Life Index and Human Poverty Index.

Unit-4: Theories of Growth - I: Classical Approach Adam Smith, Marx and Schumpeter.

Unit-5: Theories of Growth - II: Neo - Classical Approach: Robinson, Solow, Kaldor and Harrod Domar.

Unit-6: Theories of Economic Development: Rostow - Rosenstein-Roden - Nurske, Hirschman - Sen's Capability.

Unit-7: Approach to Economic Development: Developed and Under Developed Countries.

Unit-8: Development Strategies - I: Neumann's Growth Model and Modifications.

Unit-9: Development Strategies - II: Choice of Goods and Techniques.

Unit-10: Development Strategies - III: Mathur's Wage Goods - Light and Heavy Strategies.

Unit-11: Planning Models - I: Introduction - Meaning - Objectives - Characteristics.

Unit-12: Planning Models - II: Feldman, Mahalanobis - Leontief's Input - Output Model.

Unit-13: Planning Models - III: Vahit Brahmananda - Raj - Sen - Chakravarthy.

Unit-14: Planning Techniques: Meaning - Concepts - its importance.

References:

1. Ray, Debraj (1998), **"Development Economics",** Oxford University Press, New Delhi.
2. Kuznets, Simon (1966), **"Economic Growth, Rate Structure and Spread",** Yale University Press, New Delhi.
3. Todaro, Michael. P. (1998), **"Economic Development",** Harlow: Addison Wesley Longman,
4. Szirmai, Adam (2005), **"Dynamics of Socio Economic Development - An Introduction",** Cambridge University Press, New Delhi.
5. Meir, Gerald (2003), **"Leading Issues in Economic Development",** Oxford University Press, New Delhi.
6. Nehar, Phillips, A. (1971), **"Economic Growth and Development: A Mathematical Introduction",** John Wiley, New York.

Course Code	Title of the Course
36213	Indian Economy

Objectives:

On completion of the course the students will be able to

❖ Equip with concepts involved in econometric theory.

❖ Acquaint with the performance of different sectors of the Indian economy and the policy framework governing them.

❖ Obtain insights into the past, present and future functioning of the Indian economy.

Unit-1: Indian Economy at the time of Independence - Planning - Objectives - Rationale and Performance - Adoption of Mixed Economy Model.

Unit-2: Indian Economy at New Economic Reform: Appraisal of Economic Reforms.

Unit-3: Growth and Structure of Indian Economy: Growth of National Income and Per Capita Income - Personal Income in India.

Unit-4: Demographic features: Population growth - Urbanization in India.

Unit-5: Inter-State Disparities in the Pattern of Development - Poverty and Unemployment.

Unit-6: Agriculture: Pattern of Growth of Indian Agriculture - Regional Variations in Agricultural Development - WTO and Indian agriculture - its impact.

Unit-7: Industry: Trends in growth and Structure of Indian Industry - Impact of New Economic Policy on Indian industry.

Unit-8: Financial Sector: Nationalisation of Banks - Financial Sector Reforms; Interest Rate Policy.

Unit-9: Financial Institutions: Role of Financial Institutions - Money and Capital Markets; Working of SEBI in India.

Unit-10: Public Finance: Recent Trends in Public Debt and Fiscal Deficits - Centre and State Financial Relations - Review of Monetary Policy of RBI.

Unit-11: External Sector: Trade Policy during Pre and Post Reform Period.

Unit-12: Exchange Rate: Meaning - Concepts - Exchange Rate Policy and Foreign Exchange Management Act (FEMA).

Unit-13: External Debt - Meaning - its importance - External Debt in India.

Unit-14: Foreign Direct Investment and Multinational Corporations in India (MNCs).

References:

1. Acharya, S. and M. Rakesh (2011), **"India's Economy: Performance and Challenges",** Oxford University Press, New Delhi.
2. Jayaraj, D and S. Subramanian (2010), **"Poverty, Inequality and Population",** Oxford University Press, New Delhi.
3. Mahendradev, S. (2010), **"Inclusive Growth in India",** Oxford University Press, New Delhi.
4. Kurien, C.T. (1978), **"Poverty, Planning and Social Transformation in India",** Allied Publishers, New Delhi.
5. Rangarajan, C. (2000), **"Perspectives on Indian Economy - A Collection of Essays",** UBSPD Publishers Distributors, New Delhi.
6. Misra S.K. and V.K. Puri, (2001), **"Indian Economy",** Himalaya Publishing House, Mumbai.

Course Code	Title of the Course
36214	Industrial Economics

Objectives:

On completion of the course the students will be able to

- ❖ Understand the key questions on the internal organisation of firms.
- ❖ Analyse various aspects of strategic interaction between firms and the determinants of industrial structure.
- ❖ Develop ability to apply economic models of firm behaviour to analyse questions in business strategy, competition policy and regulation.

Unit-1: Meaning of Industrialization - Role of Industry in Economic Development.

Unit-2: Theories of Industry: Hoffman, Chenery and Gerschenkron.

Unit-3: Organisation of a Firm: Meaning - Concepts - Objectives - Characteristics.

Unit-4: Market Structure - Meaning - Different types of Market Structure - Sellers Concentration.

Unit-5: Product Differentiation - Meaning of Product - Characteristics of Product - Entry Conditions.

Unit-6: Economies of Scale - Meaning - Short and Long Economies of Scale- Profitability and Innovation.

Unit-7: Theories of Industrial Location: Weber, Sargant Florence - Factors Affecting Industrial Location.

Unit-8: Growth of the Firm - Size and Growth - Growth and Profitability of the Firm - Constraints on Growth.

Unit-9: Productivity: Meaning - Efficiency of Firm and Industry.

Unit-10: Capacity Utilisation: Concept - Measurement - its importance.

Unit-11: Classification of Industries: Small, Medium and Large Scale Industries in India.

Unit-12: Industrial Policy: Industrial Policy in India - Industrial Performance after Independence.

Unit-13: Public and Private Sectors: Meaning - Role - Characteristics - Importance of Public and Private Partnership in Developing Country - Limitations.

Unit-14: Industrial Technology: Role of Technology for Industrial Development - India as a Global Hub - Transfer of Technology - LPG - Recent Central Government Initiative to Encourage Industrial Sector.

References:

1. Clarke, Roger (1985), **"Industrial Economics",** Basil Blackwell, New York.
2. Barthwal, R.R. (1995), "**Industrial Economics",** New Age International, New Delhi.
3. Smith, D.M. (1971), **"Industrial Location: An Economic and Geographic Analysis",** John Wiley, New York.
4. Ahluwalia, I. J. (1985*),* **"Industrial Growth in India",** Oxford University Press, New Delhi.

Course Code	Title of the Course
36221	Micro Economics - II

Objectives:

On completion of the course the students will be able to

- ❖ Understand microeconomic theories.
- ❖ Develop analytical techniques and research skills.
- ❖ Understand the nature of theoretical research and analysis in microeconomics.
- ❖ Develop skills in applying theoretical analysis to topics such as market failure and uncertainty, general equilibrium analysis, the role of government and behavioural economics.

Unit-1: Demand Analysis: Characteristics of Goods Approach (Lancaster), Consumer's Choice Involving Risk (N-M hypothesis) - Friedman-Savage, Markowitz Hypotheses; Indirect Utility Functions (Duality Theory).

Unit-2: Theories of the Firm: Baumol's Sales Revenue Maximization - Williamson's Model of Managerial Discretion - Marris Model of Managerial Enterprise.

Unit-3: Theories of Rent and Profits: Concepts of Rent - Ricardian Theory of Rent - Profit as a Dynamic Surplus - Innovation and Profit.

Unit-4: Neo-Classical Approach - Marginal Productivity Theory - Product Exhaustion Theorem; Technical Progress and Factor Shares.

Unit-5: Theory of Distribution under Imperfect Product and Factor Markets, Macro Theories of Distribution Ricardian, Marxian and Kalecki.

Unit-6: Market Theories of Firm-I: The Duopoly Models of Cournot, Bertrand, Edgeworth and Chamberlain.

Unit-7: Market Theories of Firm - II: Kinked Demand Curve and Stackleberg's Solutions and Collusion (Cartels and Mergers) - Price Leadership - Bain's Limit Pricing Theory.

Unit-8: Theories of Demand: Slutsky's Theorem - Revision of Demand Theory by Hicks - Consumer's Choice involving Risk and Uncertainty.

Unit-9: Pricing: Methods of Pricing - Cost Plus Pricing, Going Rate Pricing, Limit Pricing, Market Skimming and Penetration Pricing.

Unit-10: Break Even Analysis: Meaning, Assumptions, Determination of Break-Even Point (Simple Problems), and limitations.

Unit-11: Profit Maximization, Marginal Revenue, Short-Run Supply by Price -Taking Firm, Profit Functions and its Properties.

Unit-12: Game Theory: Basic Concepts, Dominant Strategy-Equilibrium, Nash Equilibrium, Repeated and Sequential Games.

Unit-13: Theories of Welfare Economics - I: Pareto Optimal Conditions; Paretian Welfare Criterion - Value Judgment, Social Welfare Function; Compensation Principle.

Unit-14: Theories of Welfare Economics - II: Theory of Second Best - Arrow's Impossibility Theorem, Rawl's Theory of Justice.

References:

1. Koutsoyiannis, A. (2008), "**Modern Micro Economics",** Palgrave Macmillan Press Ltd., 2nd Revised Edition.
2. Ahuja H.L. (2007), **"Advanced Economic Theory",** S. Chand & company Ltd., New Delhi.
3. Chopra P.N. (1981), **"Advanced Micro Economics",** Kalyani Publications, Ludhiana, 11th Edition.
4. Intriligator, M.D. (1971), **"Mathematical Optimization and Economic Theory",** Prentice Hall, Englewood Cliffs, New Jersey.
5. Layard, P.R.G. and A.A. Walters (1978), "**Microeconomic Theory",** McGraw Hill, New York.
6. Little, I.M.D. (1957), **"Critique of Welfare Economics (2nd edition)",** Oxford University Press, Oxford.
7. Mathur, P.N. and R. Bharadwaj (1967), **"Economic Analysis in the Input-Output Framework with Indian Empirical Exploration",** Input-Output Research Association of India, Pune.
8. Sen, A. (1999), **"Microeconomics: Theory and Applications",** Oxford University Press, New Delhi.
9. Diamond, P. and M. Rothschild (1978), **"Uncertainty in Economics",** Academic Press, New York.
10. Arrow J and F. Hahn (1971), **"General Competitive – Analysis",** North Holland, Amsterdam.

Course Code	Title of the Course
36222	Environmental Economics

Objectives:

On completion of the course the students will be able to

- ❖ Gain knowledge in environmental pollution, types of pollution, monitoring and enforcement of environmental regulation.
- ❖ Understand basic approaches to environmental policy, regulation and effluent, India's environmental policy, law on environmental protection and pollution control.
- ❖ Discuss use values: option values and non-use values, valuation methods-based on observed market behavior.

Unit-1: Economics and Environment: Definition - Scope and Significance.

Unit-2: Ecology and Ecosystem: Meaning-Nature - Its Relationship.

Unit-3: Environmental Economics and the Environmental Policy.

Unit-4: Economics of Resources: Forest Resources - Water Resources - Mineral Resources.

Unit-5: Management of Natural Resources: Conservation and Management of Natural Resources.

Unit-6: Natural Resource Policy in India.

Unit-7: Energy: Definition - Sources and Classification - its Importance.

Unit-8: Types of Energy: Renewable and Non-renewable Sources of Energy - Conventional and Non-Conventional.

Unit-9: Energy Resources: Direct and Indirect Energy - Atomic Energy - Energy Scenario in India.

Unit-10: Pollution: Meaning - Types - Pollution Control - Pricing Emissions - Regulation.

Unit-11: Fiscal Technique in Pollution controls - Effluent Charges and Subsidies Comparison.

Unit-12: International Environmental Policy: Introduction - its importance - International Conference on Environment - International Agreements - Stockholm Conference.

Unit-13: Human Environment - International Conferences related with Human Environment - Recommendations.

Unit-14: Environment Laws in India: Introduction - Different types of Law - its importance.

References:

1. Rabindra, N. B. (2001), **"Environmental Economics - An Indian Perspective",** Oxford University Press, New Delhi.
2. Charles S. P. (2000), **"Economics and Global Environment",** Cambridge University Press, New Delhi.
3. Barry C. F. and K. F. Martha (2004), **"Environmental Economics",** McGraw Hills, Irwin.
4. Jhingan, M.L. (2011), **"Environmental Economics: Theory",** Management and Policy, Vrinda Publications, New Delhi.
5. Kolstad, C.D. (2012), **"Environmental Economics",** Oxford University Press, New Delhi.
6. Sankar, U. (2001), **"Environmental Economics",** Oxford University Press, New Delhi.

Course Code	Title of the Course
36223	Fiscal Economics

Objectives:

On completion of the course the students will be able to

- ❖ Develop the conceptual framework, theoretical dimensions and policy underpinnings of core public economics.
- ❖ Understand the basic ideas of taxation and budgetary theory, classical and modern approaches and recent concepts on budgets.

Unit-1: Public Finance: Meaning and Scope - Its uses.

Unit-2: Role of Public Finance in the Economy - Public Finance and Private Finance.

Unit-3: The Principle of Maximum Social Advantage in Public Finance.

Unit-4: Principles of Public Expenditure: Classification - Causes and Effects of Public Expenditure with Reference to India.

Unit-5: Public Revenue Sources: Distinction between Tax Revenue and Non - Tax Revenue.

Unit-6: Taxation: Meaning - Sources of Taxation - Impact of Taxation.

Unit-7: Fiscal Policy: Meaning - Fiscal Policy in a Developing Economy - Financial Administration and Principles of Budgeting.

Unit-8: Budget: Characteristics of a Good Budget - Preparation of a Budget - Budgeting in India.

Unit-9: Deficit Financing: Objectives - Need - Effects - Limitations - Deficit Financing in India.

Unit-10: Fiscal Federalism - Theory of Fiscal Federalism.

Unit-11: Center and State Financial Relations - Problems of Center and State Financial Relations in India, Reports of Finance Commissions in India.

Unit-12: Indian Tax System: Revenue of the Union, States and Local Bodies.

Unit-13: Major Taxes in India: Tax Revenue and Non - Tax Revenue of Center, State and Local Bodies.

Unit-14: Reforms in Direct and Indirect Taxes - Trends in Revenue and Expenditure - Public Debt in the Post Reform Period.

References:

1. Goode, R. (2000), **"Government Finance in Developing Countries",** TMH, New Delhi.
2. Jha. R. (1999), **"Modern Public Economics",** Routledge, London.
3. Musgrave, R.A. and P.B. Musgrave (1970), "**Public Finance in Theory and Practice",** McGraw Hill, Tokyo.
4. Atkinson, A.B. and J.E. Stiglitz (2000), **"Lectures on Public Economics",** TMH, New York.
5. Herber, B.P. (2001), **"Modern Public Finance",** Richard D. Irwin, Homewood.

Course Code	Title of the Course
36224	Research and Statistical Methods

Objectives:

On completion of the course the students will be able to

- ❖ Develop understanding about the purpose and principles of scientific research; steps in scientific research and types of research.
- ❖ Understand about the basic framework of research process, identification and formulation of research problem.
- ❖ Apply the tools and method of data collection: Interview method, focus of group discussion, participatory rural appraisal. Comprehensive knowledge on writing a research report.
- ❖ Explain the basic concepts of Descriptive and Inferential Statistics.
- ❖ Practice data entry and processing using excel data downloading from internet and its conversation into application.

Unit-1: Meaning of Research - Objectives of Research - Approach to Research - Significance of Research.

Unit-2: Types of Research: Research in Social Science - Research Design - Features of a Good Research Design.

Unit-3: Identifying a Research Problem - Formulation of Research Problem.

Unit-4: Hypothesis: Concept - Formulation of Hypothesis.

Unit-5: Sample Survey Different Types - Merits and Demerits - Schedule and Questionnaire.

Unit-6: Data Analysis: Measurement and Scaling Techniques - Processing and Analysis of Data.

Unit-7: Descriptive Statistics - I: Measures of Central Tendency - Mean - Median - Mode - Measures of Dispersion - Range - The Semi-Interquartile Range (SIR) - Variance / Standard Deviation.

Unit-8: Descriptive Statistics - II: Skewness and Kurtosis - Pearson's Measure of Skewness - Bowley's Measure of Skewness - Kurtosis.

Unit-9: Applications in Economics - I: Correlation: Meaning - Types - Properties of the Correlation Co-efficient - its usefulness.

Unit-10: Applications in Economics - II: Regression - Meaning - Types - Difference between Correlation and Regression.

Unit-11: Least Squares: Meaning - Specification and Estimation of Simple Linear Regression, Confidence Intervals and Tests of Hypotheses, Prediction**.**

Unit-12: Report Writing - Steps - Bibliography and References.

Unit-13: Interpretation and Presentation: Meaning - Techniques of Interpretation - Significance of Presentation.

Unit-14: Research Report**:** Quality of a Good Research Report.

References:

1. Kothari, C.R. (1985), **"Research Methodology",** Wiley Eastern, New Delhi.
2. Cochran, W. G. (1977), **"Sampling Technique",** John Wiley, New York.
3. Goode, W.J. and P.K. Hatt (1952), **"Methods in Social Research",** McGraw Hill, New York.
4. Wilkinson, T.S. and P.L. Bhandarkar (1994), "**Methodology and Techniques of Social Research",** Himalaya Publishing House, New Delhi.
5. Babies, Earl (2006), **"The Practice of Social Research",** Wadsworth Publishing, New Delhi.

THIRD SEMESTER

Course Code	Title of the Course
36231	Macro Economics - I

Objectives:

On completion of the course the students will be able to

- ❖ Identify the determinants of various macroeconomic aggregates such as national income, measurement of national income.
- ❖ Discuss the linkages between the classical and Keynesian theory.
- ❖ Evaluate the consequences of Post – Keynesian development in Macro Economics.
- ❖ Describe the supply side economics particularly J.B Say's supply side economics.

Unit-1: Introduction - Meaning - Definitions - Nature and Scope - Importance - Micro and Macro Economics.

Unit-2: National Income Accounting: Meaning - Concepts - Measurement -Importance of National Income Data - Difficulties in its Measurement.

Unit-3: Theory of Employment - I**:** Classical Theory of Employment and Income.

Unit-4: Theory of Employment - II: Say's Law of Market.

Unit-5: Theory of Employment - III**:** Keynesian Theory of Employment - Determinants of Equilibrium Level of Employment - Aggregate Demand and Aggregate Supply Function.

Unit-6: Consumption Function: Meaning - Theories of Consumption Function - MEC**.**

Unit-7: Investment Function - Meaning - Types - Determinants of Investment - MEI.

Unit-8: Multiplier: Meaning - Characteristics-Static and Dynamic Multipliers.

Unit-9: Accelerator: Meaning - Characteristics - Induced Investment and Accelerator.

Unit-10: Employment Multiplier: Meaning - The Interaction Principle - Basics of Income and Employment Multiplier - Keynesian Revolution and its Application to Less Developed Countries.

Unit-11: Macro Analysis: Post Keynesian - Meaning - its importance.

Unit-12: General Equilibrium of Monetary and Real Sector.

Unit-13: Macro Economic Model: Contribution of Hicks, Hanson: IS-LM Diagram.

Unit-14: Macro Economic Policy: Meaning - Objectives and Importance of Macro Economic Policy.

References:

1. Mithani, D.M. (2003), **"Modern Economic Analysis",** Himalaya Publishing House, Mumbai.
2. Ahuja, H.L. (2000), **"Macro Economics",** S. Chand and Company, New Delhi.
3. Vaish, M.C. (2005), **"Macro Economic Theory",** Vikas Publishing House, New Delhi.
4. Shapiro, Edward (2008), **"Macro Economic Analysis",** Galyotia Publications, New Delhi.
5. Seth, M.L. (1999), **"Macro Economics",** Lakshmi Narayan Agarwal Publishers, New Delhi.

Course Code	Title of the Course
36232	Agricultural Economics

Objectives:

On completion of the course the students will be able to

- ❖ Understand the differences between traditional and modern agriculture, impact of green revolution, sustainable agriculture and organic farming.
- ❖ Provide depth knowledge in dynamics of cropping pattern, determinant of cropping intensity and recent trends in agriculture.
- ❖ Create awareness about source of agriculture finance, relationship between public and private investment.
- ❖ Understand the characteristics of primary agricultural markets in India, marketing agencies and channels.

Unit-1: Nature and Scope of Agricultural Economics - Role of Agriculture in Economic Development - Interdependence between Agriculture and Industry.

Unit-2: Cropping Pattern: Meaning - importance - Agricultural Development under Five Year Plans - Green Revolution.

Unit-3: Economic Decisions in Agriculture Production: Cobb Douglas, CES - its usefulness.

Unit-4: Production Relationships: Factor - Product, Factor - Factor, Product - Product Relationship.

Unit-5: Capital Formation in Agriculture - Public and Private Investment - Cost Relationships and Profit Maximisation.

Unit-6: Farm Management: Meaning – importance - Agricultural Price Determination.

Unit-7: Crop Insurance: Needs - importance - Subsidy - PDS - Food Security.

Unit-8: Agricultural Marketing - I: Meaning - Marketed and Marketable Surplus - Distress Sales - Defects of Markets.

Unit-9: Agricultural Marketing - II: Types - Regulated Markets - Co-operative Markets - Market Intelligence - Futures Trading.

Unit-10: Land Reforms.

Unit-11: Agricultural Credit: NABARD - Co-operative Credit - Rural Indebtedness.

Unit-12: Agricultural Labour: Meaning - Characteristics of Agriculture Labourers- Agricultural Labour and Wages.

Unit-13: National Agricultural Policy 2000 - National Commission on Farmers.

Unit-14: WTO and Indian Agriculture - DOHA Agreement on Agriculture.

References:

1. Sadhu and Singh, (2007), "**Fundamentals of Agricultural Economics",** Himalaya Publishing House, New Delhi.
2. Bilgrami, S.A.R. (2010), **"An Introduction to Agricultural Economics",** Himalaya Publishing House, New Delhi.

3. Bhalla, G.S. and G. Singh, (2012), **"Economic Liberalisation and Indian Agriculture",** Sage Publications, New Delhi.
4. Bhalla, G.S. and G. Singh (2001), **"Indian Agriculture: Four Decades of Development",** Sage Publications, New Delhi.
5. Saini, G.R. (1979), **"Farm Size, Resource, Use Efficiency and Income Distribution",** Allied Publishers, New Delhi.

Course Code	Title of the Course
36233	International Economics

Objectives:

On completion of the course the students will be able to

- ❖ Know about International trade theory: concepts, importance, and intervention between International Trade - patterns of production, trade and investment.
- ❖ Understand the concepts and importance of terms of trade, concepts of foreign exchange rate, foreign trade multiplier; currency convertibility.
- ❖ Describes about International Trade and predicts patterns of production, trade and investment.

Unit-1: Foreign Trade: Need - Meaning - Nature - Inter Regional and International Trade.

Unit-2: Theories of International Trade: Adam Smith - Ricardo, Haberler and Heckscher - Ohlin Theory.

Unit-3: Terms of Trade: Concepts of Terms of Trade, Determinants of Terms of Trade - Static and Dynamic Gains from Trade - Terms of Trade between Agriculture and Industry.

Unit-4: Free Trade: Meaning - Case for and against Free Trade.

Unit-5: Protection: Meaning - Arguments for and Against Protection - The Effect of Growth on Trade.

Unit-6: Technical Progress and Trade - Meaning of Technical Progress - Neutral, Capital Saving, Labour Saving.

Unit-7: Trade Policy: Tariff - Quota - Trade problems of Developing Countries.

Unit-8: International Organizations - I: UNCTAD - GATT and Tokyo Declaration.

Unit-9: International Organizations - II: WTO - Import Substitution and Export Promotion-its Importance.

Unit-10: Economic Orders: North South Dialogue and New International Economic Order - Usefulness.

Unit-11: Balance of Payments (BoP): Meaning, Structure, Importance of Balance of Payments.

Unit-12: Balance of Trade (BoT): Meaning, Disequilibrium in BoP & BoT - Causes for Disequilibrium in BoP.

Unit-13: Measures for Correcting Disequilibrium, Relationship between BoP & BoT.

Unit-14: Strategies of International Business: International Marketing Operations. Exporting, Importing and Counter Trade - Export and Import Finance - Export Assistance.

References:

1. Carbaugh, R. J. (2008), **"International Economics",** Thomson South Western, New Delhi
2. Salvatore, D. (2007), **"International Economics",** Wiley India, New Delhi.
3. Krugman P. R. and M. Obsfeild (2006), **"International Economics: Theory and Policy",** Addison Wesley, New Delhi.
4. Soderston, B. and G. Reed (1999), **"International Economics",** McMillan Press Ltd., London.

Course Code	Title of the Course
36234	Monetary Economics

Objectives:

On completion of the course the students will be able to

❖ Understand the core aspects of monetary economy: how monetary phenomena and policies are determined, and how they interact with the rest of the macro economy.

❖ Develop an understanding of the monetary transmission mechanism, whereby decisions made by the monetary authorities concerning money supply and money demand.

❖ Explain uncertainties faced by policy-makers and how policy makers may deal with these.

❖ Provide an exposition about the various core monetary theories, policies and its usefulness in real world situation.

Unit-1: Money **-** An Introduction Barter system and its defects - Evolution of Money - Meaning - Definitions - Functions, Advantages and Disadvantages. Methods of Note Issue.

Unit-2: Role of Money - I: Capitalist and Socialist and Mixed Economies.

Unit-3: Role of Money - II: The Role of Money in Classical and Keynesian Models.

Unit-4: Demand for Money - I: The Classical Approach - The Keynesian - Post Keynesian Developments - Baumol's Approach to Transaction Demand for Money.

Unit-5: Demand for Money - II: Tobin's Theory of Speculative Demand for Money - The Portfolio Optimization Approach - Friedman's Restatement of Quantity Theory of Money.

Unit-6: Supply of Money: Financial Intermediaries and the Supply of Money - The Nature and Functions of Financial Intermediaries - The Supply of Money.

Unit-7: Non-Banking Financial Intermediaries - The Classical System and the Neutrality of Money.

Unit-8: Theories of Money**:** The Patinkin System and the Neutrality of Money - Monetarists vs. Keynesians with Empirical Evidence.

Unit-9: Inflation - Market Theories of Inflation and Non-Market Theories of Inflation - Monetary Policy, Different types and Tools of Monetary Controls - Monetary Reforms in India (since 1991).

Unit-10: International Monetary Systems: IMF - World Bank - ADB.

Unit-11: Indian Monetary Systems: RBI - NABARD - RRB - Co-operative Banks.

Unit-12: Bank Websites: Recent Publications on the websites of Finance Ministry of India.

Unit-13: Financial Committee: Narasimhan Committee Report and Raguram Rajan's Committee Report on Monetary Reforms.

Unit-14: Recent Reforms in Monetary systems in India: Demonetisation of Higher order Money in 2016 and its implications.

References:

1. Jhingan, M.L. (2012), **"Monetary Economics",** Vrindha Publications (P) Ltd, New Delhi.
2. Chandler, L.V (1977), "**Economics of Money and Banking**", S.Chand Ltd, New Delhi.
3. Kurihara, KK(1950), "**Monetary Theory and Public Policy**", Norton Digitised, 2007.
4. Ghosh and Rama Ghosh, (1985), "**Fundamentals of Monetary Economics"** , 2nd Edition, Himalaya Publishing House, Mumbai.
5. Laidler, David (1993), **"The Demand for Money",** 4th edition. Harper Collins, New York.

Course Code	Title of the Course
36241	Macro Economics - II

Objectives:

On completion of the course the students will be able to

- ❖ Evaluate the consequences of basic macroeconomic policy options under differing economic conditions within a business cycle.
- ❖ Understand the linkages between technological progress and economic growth, saving rate and investment in human capital.
- ❖ Describe the fiscal policy of the government.
- ❖ Evaluate the consequences of basic macro-economic problems such as inflation and unemployment.

Unit-1: Theories of Demand for Money: Quantity Theory and Keynes Approach. Baumol and Tobin Contributions and Friedman's Restatement of Quantity Theory.

Unit-2: Economic Growth: Meaning and Theories. Harrod - Domar Theory and Neo-Classical Theory.

Unit-3: The Open Economy: The Mundell - Fleming Model with a Changing Price Level.

Unit-4: Theories of Consumption Spending: Absolute, Relative, Permanent Income and Life - Cycle Hypotheses.

Unit-5: Rational Expectation Hypothesis.

Unit-6: Trade Cycles: Meaning, Definition, Theories of Trade Cycles - Short Term and Long Term Cycles.

Unit-7: Inflation - Phillips Curve Analysis - Samuelson and Solow - The Natural Rate of Unemployment Hypothesis.

Unit-8: The Phillips Curve - The Aggregate Supply Curve - Short-Run Phillips Curve and Aggregate Supply Curve - Shifting of Short-Run Phillips Curve - Long-Run Phillips Curve.

Unit-9: Balance of Payments: Components, Disequilibrium and Adjustments -   Currency Crisis.

Unit-10: Business Cycles: Meaning - Types - Features - Phases.

Unit-11: Macro Economic Policies: Income Policy - Neo-Classical Policy - Austrian Policy-Post - Keynesian Policy.

Unit-12: India's Macro Economic Policies: Jana Dhana Yajana - MUDRA - Start up - Skill India - Make in India - MGNREGA and Financial Inclusion.

Unit-13: Central Bank and its Functions - Money supply in India.

Unit-14: Contemporary Macroeconomic Debates in India and the World.

References:

1. Ackley, G. (1978), **"Macroeconomics: Theory and Policy",** Macmillan, New York.
2. Bober, S. (1971), **"Economics of Cycles and Growth",** Wiley Eastern, New Delhi.
3. Branson, W.H. (2005), **"Macroeconomic Theory and Policy",** Affiliated East-West Press, New Delhi.
4. Levacic, R. and A. Rebman (1982), "**Macroeconomics",** Macmillan**,** London.
5. Mueller, M.G. (ed.) (1977), **"Readings in Macroeconomics",** Wiley and Sons, New York.
6. Ott, D., P. Ott, and S. Yoo (1975), **"Macroeconomic Theory",** McGraw Hill, New York.
7. Patinkin, D. (1965), "**Money, Interest and Prices",** Harper and Row, New York.
8. Jhingan, M.L. (2014), **"Monetary Economics",** Vrinda Publications (p) Ltd., 7th Edition, New Delhi.
9. Narendra Jadhav (1999), **"Monetary Economics of India",** Macmillan, London.
10. Hanson, J.L. (1966), **"Monetary Theory and Practice",** Macdonald of Evans Ltd., London.
11. Ahuja, H.L (2010), **"Macroeconomic Theory and Policy",** S. Chand & Co Ltd, New Delhi.
12. Wallace C. Peterson, Paul S. Estenson (1992), "**Income, Employment, Economic Growth",** W.W. Norton Co.

Course Code	Title of the Course
36242	Econometric Methods

Objectives:

On completion of the course the students will be able to

- ❖ Equip with concepts involved in econometric theory.
- ❖ Understand the quantitative relations between variables.
- ❖ Estimate the relation between variables and to give inferences for decision making.

Unit-1: Definition, Nature and Scope of Econometrics, Goals of Econometrics.

Unit-2: Statistical Concepts: Normal Distribution; Chi-square, t and F-Distributions; Estimation of Parameters; Properties of Estimators; Testing of Hypotheses.

Unit-3: Simple Linear Regression: Estimation of Model by Method of Ordinary Least Squares; Properties of Estimators; Goodness of Fit; Tests of Hypotheses; Scaling and Units of Measurement.

Unit-4: Multiple Linear Regression Model: Estimation of Parameters; Properties of OLS Estimators; Goodness of Fit - R^2 and Adjusted R^2.

Unit-5: Violations of Classical Assumptions: Consequences, Detection and Remedies Multicollinearity; Heteroscedasticity; Serial Correlation.

Unit-6: Specification Analysis: Omission of a Relevant Variable; Inclusion of Irrelevant Variable; Tests of Specification Errors.

Unit-7: Panel Data Models: Methods of Estimation; Fixed Effects Model; Random Effects Model.

Unit-8: Regression on Dummy Variables: Nature of Dummy Variables - The Use of Dummy Variables in Seasonal Analysis and in Combining Time Series and Cross Sectional Data.

Unit-9: The Problem of Inference - The Normality Assumption - Hypothesis Testing about Individual Partial Regression Coefficients - Testing the Overall Significance of the Sample Regression.

Unit-10: Linear Restrictions: Testing Joint Hypothesis - Problems and Application using STATA.

Unit-11: Testing of Hypothesis: Assumptions - Specification - Testing of Hypothesis - Prediction - Applications.

Unit-12: Estimation Methods: Single Equation and Systems Estimation Methods - Numerical Problems.

Unit-13: Dynamic Econometric Models: Nature and Preliminary Analysis of Economic Time Series, Integration, Tests of Stationary, Unit Root Test, Non-Stationary and the Problem of Spurious Regression.

Unit-14: Introduction to Econometric Software Package GRETL; E-VIEWS; STATA (any one).

References:

1. Damodar, N. Gujarati; D.C. Porter and Sangeetha Gunasekar (2013), **"Basic Econometrics (Fifth Edition)",** McGraw Hill India, New Delhi.

2. Johnston, J. (1997), **"Econometric Methods",** McGraw-Hill, 4th Ed, New Delhi.

3. Koutsoyiannis, A. (1977), **"Theory of Econometrics (2nd Edn.)",** The Macmillan Press Ltd., London.

4. Maddala, G.S. (1997), "**Econometrics",** McGraw Hill, New York.

5. Jack Johnston and John Dinardo (1997), **"Econometric Methods (PB)**" McGraw Hill Higher Education, New York.

6. Pindyck,R.S and D.L. Rubinfeld (1998), **"Econometric Models and Economic Forecasts",** Irwin McGraw Hill, 4th Edition, New York.

7. Intrilligator,M.J; R.G. Bodkin and Cheng Hsiao (1996) **"Econometric Models :Techniques and Applications",** 2nd Edition, Prentice Hall, United States.

8. Goldberger, A.S (1998), **"Introductory Econometrics",** Harvard University Press, Cambridge.

Course Code	Title of the Course
36243	Entrepreneurship Development

Objectives:

On completion of the course the students will be able to

- ❖ The main purpose of studying entrepreneurship development is to widen the base of entrepreneurship by development, achievement, motivation and entrepreneurial skills among the students.
- ❖ Identify opportunities to become entrepreneur.
- ❖ Develop ability to perceive new patterns from different points of view
- ❖ Develop courage to make independent decisions in entrepreneurial business.

Unit-1: Entrepreneur: Meaning and Importance - Evolution of term Entrepreneurship-Factors Influencing Entrepreneurship - Characteristics of an Entrepreneur - Difference between Entrepreneur and Entrepreneurship.

Unit-2: Types of Entrepreneur - According to Type of Business - According to Use of Technology - According to Motivation - According to Growth - According to Stages.

Unit-3: Creativity: Creativity and Entrepreneurship - Steps in Creativity.

Unit-4: Innovation and Inventions: Using Left Brain Skills to Harvest Right Brain ideas - Legal Protection of Innovation - Entrepreneurial Motivation: Maslow's Theory - Herjburg's Theory - McGragor's Theory.

Unit-5: Skills of an Entrepreneur: Decision Making and Problem Solving - Training.

Unit-6: Entrepreneurial Culture - Entrepreneurial Society - Women Entrepreneurship and Rural Entrepreneurship.

Unit-7: Definition - Nature - Scope and Functions of Management - Evolution of Management Thought - Classical School - Neo-classical School - Human Relation School and Modern School of Thought.

Unit-8: Market Assessment - Needs - Tools and Techniques - Methods of Market Survey - Sources of Market Information - Presentation of Market Survey Report.

Unit-9: E-commerce - Types of Application - Architecture - Opportunities and Problems - Recent Trends and Advancement in E-commerce.

Unit-10: Historical Perspective - Global Indian Entrepreneurs - Institutions - Modern Entrepreneurs.

Unit-11: Strategic Growth - Need for Strategic Planning - Understanding the Growth Stage - Unique Managerial Concerns of Growing Enterprise, Valuation Concerns.

Unit-12: Financial Analysis - Ratio Analysis - Investment Process - Break Even Analysis - Profitability Analysis, Social Cost - Benefit Analysis - Budget and Planning Process - Applicability of the Factories Act.

Unit-13: Institutions for Entrepreneurial Development - Role of Constancy Organisations - Role of Financial Institutions - Bank Finance to Entrepreneurs Entrepreneurship development - Role of development in financial institutions.

Unit-14: Current State and National Level Promotional Schemes for Establishment of New Entrepreneurship.

References:

1. Tandon, B.C. (1975), **"Environment and Entrepreneur",** Chugh Publications, Allahabad.
2. Siner A David (1985), **"Entrepreneurial Megabucks",** John Wiley and Sons, New York.
3. Srivastava S. B. (1992), **"Practical A Guide to Industrial Entrepreneurs",** Sultan Chand and Sons, New Delhi.
4. Chandra, Prasanna (1994), **"Protect Preparation, Appraisal, Implementation",** Tata McGraw Hill, New Delhi.
5. Paudey, I.M. (1996), **"Venture Capital -The Indian Experience",** Prentice Hall of India Pvt Ltd., New Delhi.
6. Holt, D.H. (1991), **"Entrepreneurship-New Venture Creation",** Prentice Hall of India Pvt Ltd., New Delhi.

Course Code	Title of the Course
36244	Computer Application in Economic Analysis

Objectives:

On completion of the course the students will be able to

❖ Understand the basics of computer and its applications

❖ Operate simple programs, including some statistical procedures

❖ Use graphical & tabular methods for examining univariate and bivariate (Variable relationship)

❖ Develop the necessary skills for applying SPSS in research

Unit-1: Basics of Computer: Characteristics of Computer System, Evolution of Computers - Generations, Types of Computers.

Unit-2: Basic Components of a Digital Computer - Control Unit, ALU, Input / Output Devices and Peripheral Devices.

Unit-3: Computer Languages: Machine Language, Assembly Language and High Level Language.

Unit-4: Operating System and Netware: DOS, UNIX, Windows, LAN and WAN.

Unit-5: Basic Concepts of Internet: Modem, e-mail, Websites, Address, Domain, Protocols, Types of Accounts, Search Engines, Browsing Web, Telnet, Usenet, AOL.

Unit-6: Online Sources of Data: Books - Journals - Working Papers - Reports - Newspapers.

Unit-7: Basics of MS-Office: MS-Word: The MS-Word Window, Entering, Selecting, Copying and Moving Text, Applying Fonts and Indenting Text, Creating Numbering and Bullets, Finding and Replacing Text, Spelling, Grammar and Thesaurus, Creating Page Headers and Footers, Constructing Tables and Mail Merge.

Unit-8: MS-Excel Skills: Entering and Editing Cell Entries, Working with Numbers, Changing the Worksheet Layout, Formatting Text, Borders and Color, Printing in MS-Excel, Using Functions and References, Naming Ranges.

Unit-9: Data Analysis: Preparation of Frequency Distribution, Calculation of Mean, Standard Deviation, Coefficient of Variation, Correlation Coefficient, Regression Coefficients, Trend Line using Method of Least Squares and Moving Averages.

Unit-10: SPSS: Basic Structure of an SPSS Data File - Using Data Edition - Reading Spread Sheet Data - Reading a Database - Reading Text Data.

Unit-11: Data Definition: Preparation of Code Book, Data List, Begin Data, End Data, Defining Variable Type, Variable Tables, Value Labels, Missing Labels.

Unit-12: Output Display: Interpretation of Output - Transfer of Data Display Formats - Creating and Edition Graphs - Tables and Diagrams, Bar, Line, Pie, Scatter, Histogram.

Unit-13: Application to Economics: On-line Banking; ATM's Electronic Stock Exchange; Electronic Trading; Data Sharing and Dissemination; Electronic Transaction; Document Delivery; Authentication and Validation Transaction Processing.

Unit-14: E-Business: Electronic Trading and Marketing; On-line Shopping and Malls, B2B, B2C, Models, Document and Transaction Security and Digital Signature; Integrated Transaction on Mobile Platforms. E-Commerce Applications in India.

References:

1. Gujarati, D.N. (2012), **"Basic Econometrics"** (2nd Ed.), McGraw Hill, New Delhi.
2. Johnston, J. (1991), **"Econometric Methods",** McGraw-Hill, New Delhi.
3. Krishnamurthy, E.V. and S.K. Sen (1976), **"Computer-Based Numerical Algorithms",** Affiliated East-West Press, New Delhi.
4. Lipschultz, M and S. Lipschultz (1981), **"Theory and Problems of Data Processing",** Schaum's Outline Series, McGraw Hill, New York.
5. Mishra, S.K. and J.C. Binwal (1991), **"Computer Applications in Social Science Research",** Vikas Publishing House, Delhi.
6. Rajaraman, V. (2010), **"Fundamental of Computers",** Prentice Hall of India, New Delhi.
7. Sanders, D.H. (1983), **"Computer Today",** McGraw Hill, Singapore.
8. Sinha, P.K. (1992), **"Computer Fundamentals",** BPB Publications, New Delhi.
9. Wirth, N. (1988), **"Algorithms Plus Data Structures Equal Programs",** Prentice Hall of India, New Delhi.

e. 3. Duration of the Programme:

The programme for the degree of Master of Arts in Economics shall consist of two academic years divided into four semesters. Each semester consists of four theory courses. The course carries 4 credits each. Each semester consists of 16 credits.

e. 4. Faculty and Support Staff Requirements:

The programme for the degree of Master of Arts in Economics requires the following faculty and supporting staff:

Staff Category	Required No.
Core Faculty	3
Faculty - Specilisation	2
Clerical Assistant	1

e. 5. Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM - study materials, face to face contact session, e-content of the study materials in the form of CD.

e. 6. Identification of Media:

The SLM - designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material.

e. 7. Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for theory courses will be held at the head quarter and Learning Centres. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the Controller of Examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation:

f. 1. Procedure for Admission:

A candidate who has passed in any U.G degree (10 +2 +3 system) of any recognised University shall be eligible for M.A. Economics.

f. 2. Curriculum Transactions:

PCP Classes are conducted at regular intervals. The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and discussions would be arranged to improve their communicative skill.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in hours)
Theory Courses (4 courses with 4 credits each)	64

f. 3. Evaluation:

The evaluation shall be conducted for theory to assess the knowledge acquired during the course of study. There shall be two systems of evaluation viz., internal assessment and end semester examinations.

Internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignment preparation. The internal assessment shall comprise of maximum 25 marks for each subject. The end semester examination shall be of three hours duration to each course at the end of each semester. The end semester examinations shall comprise of maximum of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

f. 3.1. Question Paper Pattern:
Answer all questions   Time: 3 Hours

Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for the courses

Component	Marks
Assignments (per course)	25

f. 3.3. Passing Minimum:

The students will be evaluated by examinations. There shall be no passing minimum for internal. The candidate shall be declared to have passed the examination if the candidate secures a minimum of 50% marks (50% out of 75 marks) in the University end semester examination. Then the marks secured by the candidate in the end semester examination will

be taken and added with his/her internal marks (Maximum marks 25). In aggregate (External + Internal) the passing minimum shall be 50% for each course. Grading shall be based on overall marks obtained.

Candidate who does not obtain the required minimum marks for a pass in a course shall be required to appear and pass the same at a subsequent appearance.

f. 3.4. Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester
G_i = Grade Point obtained for course i in any semester.
n refers to the semester in which such courses were credited

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

Grade Point Average = <u>Sum of the multiplication of grade points by the credits of the courses</u>

Sum of the credits of the courses in a semester

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

CGPA = <u>Sum of the multiplication of grade points by the credits of the entire programme</u>
Sum of the credits of the courses for the entire programme

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class - Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. Maximum duration for the completion of the course:

The maximum duration for the completion of M.A., Economics programme shall not exceed ten semesters from the completion of stipulated course period.

f. 3.6. Commencement of this Regulation:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fee Detail	Amount in Rs.	
		First Year	Second Year
1	Admission Processing Fee	300	--
2	Course Fee	4400	4400
3	ICT Fee	150	150
	TOTAL	**4850**	**4550**

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

The students who enroll themselves in M.A., Economics programme shall attend the face to face contact session for theory courses at their respective Learning Centres.

Directorate of Distance Education, Alagappa University, Karaikudi housing an excellent Library facility with adequate number of copies of books in relevant titles for M.A., Economics programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with M.A., Economics Programme as follows:

Sl. No.	Expenditure Heads	Approx. Amt. in Rs.
1	Programme Development (Single Time investment)	**10,00,000**
2	Programme Delivery (Per Year)	**20,00,000**
3	Programme Maintenance (Per Year)	**3,00,000**

i. Quality assurance mechanism and expected programme outcomes:
i. 1. University's Motto:

'Excellence in Action'

i. 2. University's Vision Statement:

Achieving Excellence in all spheres of Education, with particular emphasis on "PEARL"- Pedagogy, Extension, Administration, Research and Learning.

i. 3. University's Objectives:

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.

2. Fostering Research for the Advancement and Dissemination of Knowledge.

i. 4. University's Quality Policy:

Attaining Benchmark Quality in every domain of 'PEARL' to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i. 5. University's Quality Quote:

Quality Unleashes Opportunities Towards Excellence (QUOTE)

i.6. Programme's Review Mechanism:

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skillful execution of the course of study. The ultimate achievement of M.A. Economics programme may reflect the gaining of knowledge and skills in the subject. All these gaining of knowledge and skills will lead the students to get new job opportunities, upgrading their position in employment and in the society as well and make students feel thirsty to achieve in research in their fields associated with the discipline- Economics and achieving in competitive examinations on the subject.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Apart from the end semester examination-based review, feedback from the alumni, students, parents and employers will be received and analyzed for further improvement of the quality of M.A. Economics programme.
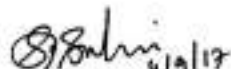

Minutes of the Meeting of the Board of Studies in Economics for B.A Economics & M.A. Economics Programmes (Tamil and English Medium) to be offered through ODL Mode, held at the Directorate of Distance Education, Alagappa University, Karaikudi on 04.09.2017, at 10.30 am.

Members Present

1.	Dr.A. Narayanamoorthy	-	Chairman
2.	Dr.S. Iyyampillai	-	Member
3.	Dr.S. Rajendran	-	Member
4.	Dr.S. Selvi	-	Member

The modified syllabi of B.A. Economics & M.A. Economics programmes were scrutinized and discussed in the meeting. The Board has resolved the following:

1. The Board has unanimously accepted the curriculum design and modified syllabi of B.A. Economics & M.A. Economics programmes prepared as per the norms.
2. The Board has approved the Regulations, Curriculum and Syllabi for B.A Economics & M.A. Economics programmes to be offered by the Directorate of Distance Education, Alagappa University.
3. The Approved Syllabi are provided in the Annexure-I for B.A. Economics & Annexure-II for M.A. Economics.

(S. SELVI)   4|9|17

(S. RAJENDRAN)   4|9|17

(S. IYYAMPILLAI)   040917

(A. NARAYANAMOORTHY)   04|9|2017

M.A in EDUCATION

(DISTANCE EDUCATION PROGRAMME)

Curriculum
With
Credit Based System (CBS)

DIRECTORATE OF DISTANCE EDUCATION
Alagappa University

(A State University Accredited with A$^+$ Grade among the Universities by

NAAC (CGPA:3.64) in The Third Cycle)

Karaikudi- 630 003

Degree of Master of Arts (M.A.,) in Education
Credit Based System (CBS)
(With effective from June 2018 – 2019 onwards)

a. Programme's Mission & Objectives:

In our country, we have a large number of teachers and needs many more. All process of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a scale. Further the ultimate goal of teacher development should be to ensure that optimal learning takes place in the classroom. With this Nobel objective we have launched Master of Arts in Education programme through Distance Mode.

The objectives of the programme include;

❖ To provide the individual and social needs through education.

❖ To discuss philosophical, psychological and sociological prospects, perspectives and principles of education.

❖ To develop and evaluate curriculum design and development process in accordance with recent developments in education at all levels.

❖ To develop and implement educational technological as curriculum transaction process in education

❖ To resolve the problems in educational management and administration

❖ To analyze the contemporary and quality issues in Education

❖ To explain the possibilities to anyone quality in education at all levels.

❖ To understand the significant role of Guidance and counselling in Education

❖ To apply various research thoughts in education through systematic and scientific inquiries.

❖ To identify best practices by comparing educational practices across the globe.

❖ To understand the significant role of value education in the present scenario.

❖ To evolve assistive practices for teacher education and special education.

b. Relevance of the Programme with Alagappa University's Mission and Goals:

In order to align with the mission and goals of Alagappa University the M. A., Education Programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in arts subject with appropriate theoretical experiences will enrich the human resources for the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

c. Nature of Prospective Target Group of Learners:

This Master of arts in education programme through Distance Learning mode is developed, keeping in mind to give opportunity to economically and socially excluded people includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in the subject of education. Also, the target group of learners includes various level employees of agro-based companies, secondary-level school teachers, research aspirants, women taking care of family –the important unit of the community, etc.,

d. Appropriateness of programme to be conducted in Distance Learning mode to acquire specific skills and competence:

M.A., Education programme through Distance Learning mode is developed in order to give subject-specific skills including i) knowledge about philosophy& sociological bases of education, ii) essentials of educational psychology , curriculum design, contemporary issues in education, iii) inter-disciplinary knowledge like guidance and counselling, methods of educational inquiry, iv) modern concepts like value education, inclusive education teacher education, v) application part of education., preparation of tools development, to give detailed exposure theoretically and free-hands experience on practical parts of the study in order to impart skills of education to the learners.

e. Instructional Design:

e. 1. Curriculum Design:

Sl. No.	Course Code	Title of the Course	CAI Max	ESE Max	TOT Max	C
FIRST YEAR						
I semester						
1	34811	Philosophical & Sociological Bases of Education	25	75	100	4
2	34812	Essentials of Educational Psychology	25	75	100	4
3	34813	Curriculum Design Process	25	75	100	4
4	34814	Innovation in Education	25	75	100	4
		Total	100	300	400	16
II semester						
5	34821	Perspectives of Educational Technology	25	75	100	4
6	34822	Contemporary Issues in Education	25	75	100	4
7	34823	Research Methodology and Statistics in Education	25	75	100	4
8	34824	Principles of Educational Management	25	75	100	4
		Total	100	300	400	16
SECOND YEAR						
III semester						
9	34831	Guidance and Counselling	25	75	100	4
10	34832	Quality Issues in Education	25	75	100	4
11	34833	Value Education	25	75	100	4
12	34834	Comparative Education	25	75	100	4
		Total	100	300	400	16
IV semester						
13	34841	Special Education	25	75	100	4
14	34842	Teacher Education	25	75	100	4
15	34843	ICT in Education	25	75	100	4
16	34844	Project Work / Dissertation	25	75	100	4
		Total	100	300	400	16

Course Code Legend:

3	4	8	Y	Z

348-M.A. Education Programme

Y-Semester Number, Z- Course Number in the Semester CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C:Credit Points, MAX :Maximum

No. of Credits per Course (Theory) - 4

Total No. of Credits per Semester- 16

Total No. of Credits the Programme- 16 X 4 = 64

e. 2. Detailed Syllabi:

FIRST SEMESTER

Course Code	Title of the Course
34811	**PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION**

OBJECTIVES OF THE PAPER

- ➢ To explain the individual and social needs for education.
- ➢ To discuss the etymological meaning of the "education".
- ➢ To define the concepts of schooling, learning, training, teaching and instruction.
- ➢ To state and explain various concepts of education and
- ➢ To identify the aims of education in a democratic set-up.

Possible Outcomes of the course:

- The course will give a clear ideas about philosophical and sociological bases of education .
- The Study of philosophical and sociological bases of education gives various concepts of education.
- The course will make the learners knowing about socialization, National integration, values enshrined in our constitution

UNIT I Philosophical Perspectives of Education

Education - Meaning, scope and objectives-philosophy-meaning and scope-philosophy of education-meaning and scope-relationship between education and philosophy - major systems of philosophy of education - idealism, naturalism, pragmatism, and democracy and their views on education.

UNIT II Education and Indian Philosophers

Major schools of Indian philosophy-Hinduism, Buddhism and Jainism-Educational doctrines of great thinkers of India-Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi

and Sri Aurobindo-relevance of Indian Values to modern education and administration of education.

UNIT III Education and Western Philosophers

Great thinkers of the West-Plato, Rousseau, Frobel, Montessori, Macaulay's Minutes, Bentinck's Resolutions, Adim's Report, John Dewey-Relevance of western values to modern education and administration of education

UNIT IV Education and Philosophy

Relationship between Education and Philosophy: Meaning of Philosophy, meaning of Education. -Different branches of philosophy viz. Metaphysics, Epistemology, Axiology. Radical Thoughts in education: De-schooling - Ivan Illich, Consciencetisation - Paulo Friere.

UNIT V Education and Philosophical Schools

Marxism **-** Evaluations of the Traditional Marxist Perspective on Education-Existentialism - development - an existential approach to education –Humanism – meaning- concept- and their impact on Education.

UNIT VI Vedic Education and Philosophy

Indian schools of Philosophy and their educational implications. -Vedant, Sankhya, Yog, Nayaya, Vaisheshik, Mimansa, -Buddhism, -Jainism.- The thematic contents of Upanishads and Bhagwat Gita and their educational implications.

UNIT VII Other Religional philosophy in Education

Philosophy of Islam and its educational implications.- Philosophy of Christianity and its educational implications.- National values enshrined in the India constitution and their educational implications.

UNIT VIII Sociological Perspectives of Education

Sociology of Education-meaning - scope-relationship between education and sociology-functions of education in society - assimilation and transmission of culture/traditions - activation of constructive and creative forces - need to study sociology of education -social institutions such as family, community, educational institution.

UNIT IX Socialization

State and property-education and culture-moral and religious education-socialization of the learner- meaning of socialization-learning social expectations and social manners-factors promoting socialization.

UNIT X Socialistic Pattern of Society

Development of new social patterns - Education for new social order and socialistic pattern of society-education as an instrument of social change-education as related to social equity and equality of educational opportunities.

UNIT XI Education and Nation Intergration

Nationalism- Meaning of Nationalism- Demerits of Extreme from of Nationalism- Merits of genuine from of Nationalism- National Integration – Meaning of national Integration- problems of national integration, educational measures to ensure national integration- national integration committee.

UNIT XII Natioanal values enshrined in our constitution

Fundmental rights-article 14 (Rights to equality in general)- Article 15(1) (Right to equality in Particular)- Article 15(3) (provision for women, SCs, STs, OBCs) – Article 19 (1) (Right to freedom)Article 21 (Right to life and personal liberty) – Article 45 of the Indian constitution and objectives of primary education.

UNIT XIII Social Change in India

Constraints on social change in India such as caste, class, language, religion and regionalism-education for downtrodden such as schedule caste, tribal and rural mass-education of women-problems and programmes promoting women's empowerment.

UNIT XIV Education and Social Mobility

Education and social mobility of the individual and the community-social stratification and mobility-reservation policies of the government to minimize social inequality – education for national integration and international understanding-education in tackling terrorism and maintaining global peace.

REFERENCE

1. Sharma, D.L, *Education in the Emerging Indian Society,*Surjeet Publications, Delhi, 2004.
2. Dash B.N. *Teacher and Education in the Emerging Indian Society,*Neelkamal Publications, Hyderabad, 2000.
3. Lakshmi, S. *Challenges in Education,* Sterling Publishers Pvt. Ltd., New Delhi, 1990.
4. J.C.Aggarwal, *Basic Ideas in Education*, Shipra Publications, Delhi, 2005.

Course Code	Title of the Course
34812	**ESSENTIALS OF EDUCATIONAL PSYCHOLOGY**

OBJECTIVES OF THE PAPER

➢ To explain the meaning and scope of educational psychology.

➢ To understand the process of human development.

➢ To learn the need of motivation in educational psychology.

➢ To state and explain the various theories in educational psychology and

➢ To identify the meta-cognitive process.

Possible Outcomes of the course:

• The course will give a clear picture of Methods of educational psychology , growth and development.

• The course will train the students to promote the motivation, personality, intelligence, meta cognation.

• The course will make the learners skilled in assessment of personality and Creativity .

UNIT I Introduction to Psychology

Meaning- Definitions -Branches of Psychology- Goals of Psychology – Basic Psychological Process – Fields of Psychology - Schools of Psychology - Structuralism, Psychoanalysis, Behaviourism and Humanism.

UNIT II Educational Psychology

Meaning - Nature - Aims - Scope - Relation between Psychology and Education- Latest trends in Educational Psychology- Educational Psychologists and their experiments.

UNIT III Methods of Educational Psychology

a) Introspection method

b) Observation method

c) Clinical method

d) Experimental method

e) Case Study method

Principles –Procedure - Merits and Demerits of the Methods.

UNIT IV Growth and Development

Meaning - Factors Influencing Growth and Development – difference between growth and development - Stages of Development and its characteristics-Adolescence: Problems and solutions- Role of teachers, parents, and peer group in adolescence.

UNIT V Dimensions and Theories of Development

Physical, Social, Emotional and Mental-Theories of development - Piaget's Cognitive Development-Freud's Psycho-sexual Development-Erikson's Psycho-Social Development

UNIT VI Perception

Sensation and Perception **-** Law of Perception: errors in perception (Illusion and Hallucination) -Attention- Information Processing-Formation of concepts- Piaget Theory-Remembering and forgetting-Memory-Strategies to enhance memory

UNIT VII Motivation

Definition - Functions of Motivation - Classification of Motives - Concept of Motivation - Maslow theory of need hierarchy - Characteristics - McClelland's Achievement Motivation –Strategy for enhancing achievement motivation

UNIT VIII Intelligence

Meaning, Definition and Types - Theories of Intelligence: Spearman's Two Factor, Thurston Group Factor, Thorndike Multifactor, Guilford Structure of Intellect, Intelligence Quotient-Nature and Types of Intelligence Test – Uses of Intelligence test.

UNIT IX Personality

Meaning-Determinants of Personality: Type theory - Trait theory and Development Theory –Integrated Personality-Assessment of Personality-Projective, Non-Projective Techniques and Dream analysis.

UNIT X Meta-cognition

Meaning - Determinants of meta-cognition – Meta-cognition in learning - The automation of cognitive and meta-cognitive processes - principles of meta-cognitive Instructions and Regulation – Meta-cognition and attention

UNIT XI Learning

Concept, Principles and factors affecting learning - Theories of Learning: Thorndikes Connectionism, Pavlov's Classical and Skinners Operant Conditioning –Learning by Insight Theory -Transfer of Learning.

UNIT XII Creativity

  Concept of creativity

  Meaning of creative people

  Factors and process of creativity

  Strategies for fostering creativity

  Importance of creativity in education

  Measuring the creativity

UNIT XIII Gifted and Mentally Retarded Children

  Meaning and definitions

  Characteristics of gifted children

  Characteristics of Mentally retarded children

  Different types – identification

  Needs and their Problems.

UNIT XIV Individual Differences

  Concept and areas, Determinants: Role of heredity and environment in developing individual differences, Implications of individual difference for organizing educational programmes.

REFERENCES

1. Agarwal, J.C. (2005). *Essentials of Educational Psychology.*Vikas Publishing House Pvt. Ltd., New Delhi.

2. Dandapani, S.(2005). *Advanced Educational Psychology.* Anmol publications Pvt., Ltd., New Delhi.

3. Kundu, CL and Tutoo, DN (1985). *Educational Psychology,* Discovery Publishers Pvt., Ltd., New Delhi.

4. Mohan (1993). *Educational Psychology,*wiley Eastern, New Delhi.

5. Mangal, S.K.(2004). *Advanced Educational Psychology.* Prentice Hall of India Pvt., Ltd., New Delhi.

6. Nagarajan, K., Selvakumar, S.D., Devaraj and Srinivasan (2003). *Educational Psychology,* Ram Pablishers, Chennai.

7. Ponda, B.N. (2005). *Advanced Educational Psychology.* Discovery Publishing House, New Delhi.

8. Spirnthall, C., Richard and Sprinthall A. Norman (1990). Educational *Psychology, A Developmental Approach* Mc Grow Hill Publishing Company, New York.

9. Saravanakumar (2008). *Metacognitive perspectives* New Century Book. House Pvt., Ltd., Chennai.

10. Saravanakumar (2008). *Attention: An overview,* ArivuPathippagam, Chennai.

Course Code	Title of the Course
34813	**CURRICULUM DESIGN PROCESS**

OBJECTIVES OF THE PAPER

- ➤ To explain the meaning of curriculum.
- ➤ To understand the various aspects of education.
- ➤ To acquire the knowledge about curriculum construction.
- ➤ To realize the curriculum implementation and
- ➤ To identify the resources for curriculum transaction.

Possible Outcomes of the course:

- The course will give a clear picture of curriculum design, planning and implementation
- The course will train the students to curriculum transaction, issues and trends of curriculum implementation, steps and process of curriculum development.
- The course will make the learners skilled in to frame the educational curriculum

UNIT I Curriculum

Meaning - philosophical, sociological, and psychological bases of curriculum - principles of curriculum designing - curriculum as an instrument of national development

UNIT II Factors influencing curriculum construction

Factors influencing curriculum construction such as national political, economic, cultural, social and intellectual aspects – systems approach to curriculum construction – curriculum as an output in the system

UNIT III Curriculum planning

Development of programmes- curriculum planning framework – Structure for curriculum framing- Curriculum Implementation - syllabi and textbooks, characteristics of a good curriculum and a good textbook – overcoming present drawbacks in curriculum construction

UNIT IV Curriculum implementation

Curriculum as an input in the system – curriculum transaction strategies at higher education level – traditional and non-traditional strategies – group and individual methods of instruction – lecture, demonstrations, seminars, symposia, workshops, brainstorming, case analysis and team teaching – components effective curriculum transaction.

UNIT V Resources for curriculum transaction

Instructional materials, library and electronic devices, audio-visual devices, the chalkboard, overhead projector, liquid crystal display projector, laboratory and field experience – using internet and computers for effective curriculum transaction.

UNIT VI Issue and trends of curriculum implementation

Effective Planning of Curriculum- Reflection of National and Universal Culture in the Curriculum- Empowerment and Continuous Professional Development of Teachers- Staff development of Curriculists - Effective Implementation of the Curriculum design- Monitoring and Evaluation of Curriculum Implementation.

UNIT VII Curriculum Development

Suggestions and Recommendations of curriculum Development

University Education Commission (1948),

Secondary Education Commission (1952),

Education Commission (1966)

UNIT VIII Curriculum Design

Curriculum Design & Development- Goals & Objectives- Outcomes & Competencies **-** Curriculum Map or Matrix**-** Benchmarking- Concept and Criteria of Curriculum Development: Scope, Sequence, Relevance etc.,

UNIT IX Components of Curriculum Design

Types of Curriculum Design –

Subject-Centred,

Activity-cum-Experience Centered-

merits and demerits.

UNIT X Steps and Process in Curriculum Development

Undifferentiated and Differentiated

Core Curriculum

Curriculum Development: Steps and Process

UNIT XI Curriculum Transaction

Instructional Materials and

Curriculum Transaction-

Text book and Allied Instructional Materials-

Preparation and Evaluation of Text Book

UNIT XII Analysis of Curricular Content

Designing units,

Suitable Presentation Modes

Teacher as Curriculum Practitioner

Instructional Planning for Effective Teaching

UNIT XIII Curriculum Evaluation

Meaning of evaluation – objectives and methods of evaluation-measurement and evaluation in education-formative and summative evaluation tools of evaluation such as achievement test.

UNIT XIV Different Aspects of Curriculum Design

Psychological scales such as attitude scales, interest inventories, personality test-curriculum revision-need and principles to be adopted – curriculum designing and redesigning as continuous process.

REFERENCES

1. Jenkins David and Shipman D. Martin, *Curriculum-Introduction*, Open Books Publication Ltd. 1976.
2. Joyce S. Choate, Lamoine J. Miller et al., *Assessing and Programming Basic Curriculum Skills*, Allyn and Bacon Inc. 1986.

3. Kaba, R.M. and Rishi Ram Singh, *Curriculum Construction and youth Development*, sterling publishers, New Delhi, 1987.

4. Mc Neil, J.D. *Curriculum: A comprehensive Evaluation,* Little Brown and Co. 1985.

5. NCTE, *National Curriculum for Primary and Secondary Education. A framework,* New Delhi, 1986.

6. Srivtsava, A.P. *Teaching and Learning in 21st century*, Indian Books Centre New Delhi, 1987.

Course Code	Title of the Course
34814	**INNOVATION IN EDUCATION**

OBJECTIVES OF THE PAPER

- ➢ To explain the meaning of innovation.
- ➢ To understand the various types of innovative setting.
- ➢ To acquire the knowledge about today trends.
- ➢ To realize the importance of educational technology and
- ➢ To spot the format of community improvement.

Possible Outcomes of the course:

- The course will give a detailed account on innovation in education.
- The course will trains the students innovation from educational experiments and educational technology.
- The course will give a scientific approach of research activities like distance education, language laboratory and social network.

UNIT I Innovation

Meaning and principles

Barriers to change

Suggestions for the promotion of innovativeness in students

Instructional media.

UNIT II Emergence of School

Culture setting

Culture and the school

Characteristics of culture

Education and culture

Social demand for education

Leadership

Role of the teacher

UNIT III Innovations from Educational Experiments

Educational experiments of Rabindranath Tagore- Froebel's kindergarten – Basic Education and Gandhiji – Bertrand Russell – Principles underlying self-learning devices – Child development theory.

UNIT IV Factors on Innovations

Growth of culture – growth of civilization – factors responsible for the resistance to the growth of culture – social effects of innovations – inventions – principle of equality – innovation and educational goals.

UNIT V National Trends in Educational Innovations

Science education in developed and underdeveloped countries – role of science and culture in the future – role of education – need for improvement in science education – UNESCO – modification of educational systems.

UNIT VI Educational Technology

Meaning – media and learning – characteristics of teaching devices- basic principles – types of machines – teaching machines and teachers – courseware development – uses of CAI system.

UNIT VII Programmed Instruction

Meaning – principles – types – merits and demerits – preparing the learning materials for programmed instruction – role of computer in instruction – teaching machines.

UNIT VIII Modernization

Meaning – innovations and educational goals – education and modernization – concept of modernization – difference between modernization and modernity – technological change, industrialization and modernization – characters – role of education in modernization.

UNIT IX Freedom for Innovation

Institutional Autonomy – needs – privileges – effects – advantages – disadvantages – individual autonomy- teacher's autonomy – autonomy for students – freedom in learning situations- autonomy in institutional structure

UNIT X Alternative Schools

Dalton plan – Winnetka plan – Howard plan – Plantoon plan – educational alternatives in public schools- de-schooling society – concept of de-schooling – arguments advanced for de-schooling society – Ivan Illich – important ideas – learning resources – criticism – non classroom learning.

UNIT XI Distance Education

Introduction

Meaning and definition

Need of distance education

Different formats and innovative elements

Correspondence courses

Open University

UNIT XII System Approach

Meaning – system and system approach – phases – application – developing instructional model – assessment phase – defining the problem of instruction – learning characteristics – assessing the situational variables – selection and designing – selection of instructional method – media and aids – advantages.

UNIT XIII Language Laboratory

Needs – equipments and set-ups in a language laboratory – method of providing training – laboratory operation procedure – special features – advantages – audio cards – limitations – CCTV – advantages – video cassette and compact disc – tele lecture – tele conferencing – types

UNIT XIV Network

Aims of forming networks – LAN and WAN – host and terminal – functioning of network – uses of network – educational technology for exceptional children- cybernetics – classroom instruction and communication – instructional medium and instructional aid – types – methods.

REFERENCES

1. Venkataiah S, Education in Information Age, Daya, New Delhi, 2001.
2. Venkataiah S, Education via Internet, Daya, New Delhi, 2001.
3. Agarwal, Rashmi, Educational Technology and conceptual Understanding, Daya, New Delhi, 2000.
4. Mukhopadhyay, M (ed) (1990) : Educational Technology challenging issues, New Delhi, Sterling.
5. Monhanty, J (1984) Educational Broadcasting: Radio and T.V. in Education, Delhi, Sterling.

Course Code	Title of the Course
34821	**PERSPECTIVES OF EDUCATIONAL TECHNOLOGY**

OBJECTIVES OF THE PAPER

- ➢ To explicate the meaning and scope of educational technology.
- ➢ To understand the various types of communication.
- ➢ To attain the knowledge about various media in educational technology.
- ➢ To realize the importance of distance education concept and
- ➢ To acquire the idea of information and communication technology in education.

Possible Outcomes of the course:

- The course will give a clear picture of perspectives of educational technology.
- The course will train the students to learn various types of media.
- The course will make the learners to develop the communication skills and classroom management.

UNIT I Educational Technology

Meaning and scope, Technology in Education – Technology in Education – Phases – Foundations of Educational Technology: Psychology, Sociology, Human Engineering, communications and management – system approach as applied to Educational Technology.

UNIT II Communication

Definition, meaning and components of communication –Types of Communication: Interpersonal, Intrapersonal, Small Group, Large Group and Mass Communication Barriers to Communication

UNIT III Overcoming Barriers

Methods and media of Communication

Principles of effective class room communication

Verbal and Non-verbal communication.

UNIT IV Communication Process and instructional system

Concept of Communication Process

Classroom Communication: verbal and non-verbal communication

Factors affecting classroom communication

UNIT V Classroom Interaction

Observation Schedules of Classroom Interaction, Flanders's Interaction Analysis Categories System (FIACS), Equivalent Talk Categories (ETC), Reciprocal Category System (RCS) - Designing instructional strategies.

UNIT VI Hardware and Software

Hardware and Software in Educational Technology,

High and low technology – CCTV-video tape recorders-radio, projectors

Merits and demerits.

UNIT VII Innovation in learning

Motion pictures – films – T.V.

Micro computers – types, characteristics,

Advantages and disadvantages

E-learning – Internet web based learning.

UNIT VIII Distance Education

Concept – Objectives of Distance Education – strategies and counseling methods different contemporary system viz correspondence open and distance education:

UNIT IX Student Support Services

Distance learning: Resources for Distance Learning: print, Self Instructional Modules (SIM), Radio, Television Educational satellite SITE.

UNIT X Teaching

Difference between teaching and instruction - Teaching at different levels: memory, understanding and reflective - Modification of teaching behavior: microteaching and simulation.

UNIT XI Models of Teaching

Concept of Models of Teaching- Essential elements of four families of teaching Models

UNIT XII Innovative Models

      The Social Interaction (Role Play), The Information-Processing model (Inquiry training), The Personal Models (Non-directive teaching).

UNIT XIII Information and Communication Technology

      Meaning – Definition – Stages of Development – ICT Paradigms and practices – Utilization of Various E-Resources in Education

UNIT XIV E-Learning

      E-content- E-Book-E Journal-Advantages and Limitations – Multimedia-Applications of Multimedia-Interactive Multimedia –Advantages of learning through Interactive Multimedia.

REFERENCES

1. Elecusing, K.H. (1975) : Towards a critical appraisal of Educational Technology: Theory and practice, Strasbourg, steering group of Educational Technology.

2. Traavers, R.M. (1973) Educational Technology and related Research viewed as a political foree, Chicago: Rand Mcnally.

3. Freed, P and Hency, E., (1984):" A hand book of Educational Technology" London Kogan page.

4. Encyclopaedia of Educational Technology.

5. Mukhopadhyay, Mm. (ed) (1988): Year Book of Educational Technology, New Delhi, Sterlling.

6. Mukhopadhyay, M (ed) (1990): Educational Technology challenging issues, new Delhi, Sterling.

7. Abnove, R.F. (1976): Educational Television: A policy critique and guide for developing countries, New York, Praeger.

8. Academy for Educational Development (1971): Hand book of Educational Technology, Washington Dc.

Course Code	Title of the Course
34822	**CONTEMPORARY ISSUES IN EDUCATION**

OBJECTIVES OF THE PAPER

- ➢ To explain the perception of multiplicity of courses in education.
- ➢ To understand the growth dimensions.
- ➢ To acquire the knowledge about autonomy and accountability.
- ➢ To realize the importance of quality management and
- ➢ To recognize the difference between open and closed systems approach.

Possible Outcomes of the course:

- • The course will give a clear picture on multiplicity of courses in education, growth and diminsions.
- • The course will train the students to promote the quality, challenges and strategies in education.
- • The course will make the learners skilled in various functioning bodies, and different level of education.

UNIT I Multiplicity of Courses

Tradition and off-shoot specialization courses – Distance and e-learning courses, full-time, part-time and own-time courses, Interdisciplinary, hybrid and interface courses: Issues and significance.

UNIT II Growth Dimensions

Growth in institutions at all levels – Growth in student strength – Heterogeneity of student population – Quantity vs Quality issues.

UNIT III Autonomy and Accountability

Issues relating to autonomy, accountability and accreditation of individual, departmental and institutional levels – Impact on stake-holders and the societal system – Autonomy as an instrument of transformational leadership – Leadership in education management - Change Management: Issues – Innovators – Adopters – Legends.

UNIT IV Resources and Facilities

Govt. Funding: Size, trend and need for higher support – Private capital in educational investment – Community resources: Financial, intellectual, infrastructural and motivational resources: Harnessing and commitment thereof.

UNIT V Quality Management

Need for excellence in standard of education – Matching global standards: Challenges and strategies – Top-down and bottom-up approaches – SWOT analysis of every constituent – ISO standards.

UNIT VI Relations Management and Systems Orientation

Internal and external relations – Campus tranquility management – Stakeholders participation in management – Extracurricular activities for institution and social bonding extension services and outreach programmes for societal development initiatives. Education as an integral part of every individual, family and society – Concepts of management.

UNIT VII Mass-Media

Communication process, programming. - The programmes conducted by UGC - EDU SAT, internet and telematic. - Implications of information technology to the Educational System. - Advances in information and Telecommunication technologies.

UNIT VIII Continuing Education

Vocational Education, Open Learning System. - Education of the differently abled children. - Life long Education.

UNIT IX Education of Minority Community

Education of Minority Community with reference to their aims and objectives, method and problems - Educational finances for Quality improvements- MHRD, UGC, NIEPA, NAAC, NCTE, RCI, AICTE, and NCERT.

UNIT X Community Education

Population Education, Family of life and sex education. - Value oriented education, work experience & SUPW, Environmental education. - Education of Women.

UNIT XI National policies of Education

National policies of Education- Their implications - Higher education- General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. - Types of universities and equivalent Institutes of Higher learning.

UNIT XII General and Vocational Education

Aims and objectives of general and vocational education. Role of NCERT, SCERT, NIEPA, CBSE. - Co-education, Examination- Reforms- Inspection- Supervision.

UNIT XIII Functioning bodies

Functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme. - Programmes for dropouts - National policies of Education- Their implications.

UNIT XIV Different Levels of Education

Elementary Education- Preprimary, Primary level – Aims and objectives -Girls Education-problems at various levels in schools.

REFERENCES

1. Hanna DE and Associates, *Higher Education in the era of Digital Competition – Choices and challenges*, Modison, WI, Atwood Publishing, 2000.
2. Catherine M and David M, *Educational Issues in the Learning Age*, London.
3. Ann FL and Associates, *Leading Academic Change: Essential Roles for Departmental Chairs*, San Fransisco, Jossey-Bass Publishers, 2000.

Course Code	Title of the Course
34823	**EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION**

Objectives of the paper

➤ Explain the methods of acquiring scientific knowledge through experience and Reasoning

➤ Define meaning, nature, scope and purposes of Educational Research

➤ Describe the emerging trends in Educational Research

➤ Illustrate meaning, criteria and sources for identifying the research problems

➤ Describe the importune and various sources of review of related literature and hypothesis.

➤ To know the basics and advanced methods of educational statistics.

Possible Outcomes of the course:

• The course will give a clear picture of scientific knowledge through experience and learning.

• The course will train the students to promote scientific attitude.

• The course will make the learners skilled in research tools, data analysis, statistical analysis, research reporting and application of computer in educational research.

UNIT I. Introduction to Educational Research

Areas of Educational Research - Problems related to Teaching and Learning Process, Research Problem: Selection of Problem, Defining the Problem, Statement of the Problem, Review of related literature: Purpose of the Review, Identification of the Related Literature-Organizing the Related Literature, Validity and Reliability and Norms.

UNIT II Variables

Meaning of Variables,

Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)

Delineating and operationalizing variables

UNIT III Hypotheses

Concept of Hypothesis, Sources of Hypothesis, Types of Hypothesis (Research, Directional, Non-directional, Null, Statistical and Question-form) Formulating Hypothesis,

Characteristics of a good hypothesis, Hypothesis Testing and Theory, Errors in Testing of Hypothesis

UNIT IV Sampling Techniques

Concepts of Universe and Sample, Need for Sampling, Characteristics of a good sample, Techniques of Sampling (Probability and Non-probability sampling techniques), Sampling errors and how to reduce them

UNIT V Research Tools

Tools and Techniques of Data Collection: Observation, Interview, Questionnaire, Schedules, Rating Scales, Attitude Scale, Writing of Research Proposal

UNIT VI Descriptive Research

Causal – Comparative, Correlation, Case Study, Ethnography, Document Analysis, Analytical Method

UNIT VII Historical Research

Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, searching for historical sources, Summarizing and evaluating historical sources.) Types of historical sources, External and internal criticism of historical sources.

UNIT VIII Experimental Research

Pre-Experimental Design, Quasi – Experimental Design and True – Experimental Designs, Factorial Design / Independent Groups and repeated measures. Nesting Design Single – subject Design Internal and External Experimental Validity Controlling extraneous and intervening variables.

UNIT IX Data Analysis

Types of Measurement Scale, Quantitative Data Analysis, Parametric Techniques, Non-Parametric Techniques, Conditions to be satisfied for using parametric techniques, Descriptive data analysis, Inferential data analysis

UNIT X Qualitative Data Analysis

Data Reduction and Classification

Analytical Induction

Constant Comparison B

UNIT XI Analysis and Interpretation of Data

Concept of Parameter and Statistics, Levels of Confidence, Degrees of freedom, Standard Error of Mean, one-tailed and two tailed tests, t-test (independent and correlated samples), ANOVA: Assumptions, Correlations.

UNIT-XII Statistical Analysis

Parametric statistics

Non-parametric statistics,

Simple statistical applications

UNIT XIII Research Reporting

Steps involved in writing a research report and

characteristics of a good research report.

Formal, Style and Mechanics of Report Writing.

UNIT XIV Applications of Computer in Educational Research

Uses of computer in data analysis, Preparation of Tables. Application of MS-Office: Basics of MS-Word, MS-Excel and MS-PowerPoint; Application of these soft wares' for documentation and making reports, Use of SPSS and other statistical software.

REFERENCES

1. Best, J.W. & Kahn, J.V. *Research in Education*, (6th edition) New Delhi, Prentice Hall, 1989.

2. Buch, M. B. *A Survey of Research in Education*, Baroda, CASE, M.S. University, 1974.

3. Fox, D. J. *The Research Process in Education*, New York. Holt, Rhinehart and Winston, Inc. 1969.

4. Garrett. H.E. *Statistics in Psychology and Education,* Bombay, Vikils, Feiffer & Semen's Ltd, 1988.

5. Good, Barr &Scates*Methodology of Educational Research,* New York, Appleton Crofts, 1962.

6. Guilford, J.P. &Fruchter, B. *Fundamental Statistics in Psychology & Education*, New York, McGraw Hill, 1974.

7. Kerlinger F.N. *Foundation of Behaviour Research,* Delhi, Surjeet Publications, 1978.

8. Koul, L. *Methodology of Educational Research*, New Delhi, Vikash Publications, 1998**.**

Course Code	Title of the Course
34824	**PRINCIPLES OF EDUCATIONAL MANAGEMENT**

OBJECTIVES OF THE PAPER

➢ To explicate the meaning and scope of educational management.

➢ To understand the education planning process.

➢ To attain the knowledge about education leadership quality.

➢ To realize the principles of effective communication and

➢ To acquire the idea of Total Quality Management.

Possible Outcomes of the course:

• The course will give a clear picture on availability and utilization of various kinds of resources in educational management.

• The course will train the students to promote leadership quality and techniques in management.

• The course will make the learners skilled in"**POSDCORB"**

UNIT-I Education Management

Meaning – Need – Importance – Characteristics – Scope – Objectives – Art or Science or Profession – Functions – Management – Operative – Education administration Vs Education management – Theory of education management – Principles of education administration.

UNIT –II Education Planning

Meaning – Rationale – Types of education plans – Approaches to education planning – Education planning process – Steps in education planning process – MBO in education – Decision-making – Types – Process.

UNIT- III Organisation

Meaning – Structures – Organisation Chart – Organisation for education administration: Central and State Government bodies – Delegation Vs Decentralization – Organizational competence – Strategic alliances.

UNIT- IV Direction

Meaning and significance – Principles of effective direction – Supervision – Education Leadership – Meaning – Scope – Importance – Styles – Qualities of successful educational leader.

UNIT-V Motivation

Meaning – Types – Motivational theories – Their impact on educational management – Motivating the employees of educational institutions.

UNIT –VI Educational Organizations

Meaning- types and characteristics of Educational Organizations, Educational Management: - development of management thought - practice with special reference - contributions of Taylor and Fayol;- principles of management

UNIT VII Aspects of Educational Management

Planning, organizing, supervising and controlling - Leadership in Educational Organizations: - meaning and nature, - nature of Leadership - Styles of Leadership and development of Leadership

UNIT VIII Human Resource management

Meaning of Human Resource management in Educational Organizations - Dynamics of Human Behaviour: - interpersonal behaviour, - behavioural norms - code of ethics of teachers - Conflict management

UNIT IX Professional Growth of Educational Personnel

Concept of professional growth, - factors facilitating professional growth, - personnel services, - evaluation of professional growth - Financial Resources - Allocation and their efficient use-Budgeting - Concept, forms & process of budgeting.

UNIT X Techniques in Management

Programme Evaluation and Review Technique (PERT) - Planning Programming Budgeting System (PPBS) - Management by Objectives (MBO) - Total Quality Management (TQM)

UNIT XI Changes in Education

Need for change- Population growth, technological & scientific development, educational growth & diffusion of knowledge - Planning for change: concept and objectives of planned change process.

UNIT XII Approaches to change

Need oriented, people oriented, and task oriented- The stages of Change Process: awareness, interest, conviction, evaluation, trial, acceptance and adoption (Rogers, Ryan and Gross.)

UNIT XIII Education Communications

Types – Barriers – Methods to overcome barriers – Principles of effective communication – Coordination - Importance of coordination in education institutions – Techniques of coordination.

UNIT XIV Educational Management Control

Meaning – Need – Control process – Techniques – Evaluation – Quality assurance – Total Quality Management (TQM) – ISO Certification for education institutions – Academic audit.

REFERENCES

1. Koontz and O'Donnel, *Essentials of Management*

2. Griffin, *Management*

3. John I Nwankwo, *Educational Administration-Theory and Practice*

4. Ananda W.P. Gurung *General Principles of Management for Educational Planner and Administrators*, Paris, UNESCO, 1984.

5.Bhagia, H.M. et.al *Educational Administration in India and Other Developing Countries*, New Delhi, Commonwealth Publication, 1990.

6. Flippo,E.B.*Personnel Management,* New York, McGraw Hill, (7th edition), 1984.

7. Fred Luthens*OrganisationalBehaviour*, Tokyo, McGraw Hill, International Book Co., 1996.

Course Code	Title of the Course
34831	**GUIDANCE AND COUNSELLING**

OBJECTIVES OF THE PAPER

- ➢ To explain the perception of guidance in education.
- ➢ To understand the purpose of counselling.
- ➢ To acquire the knowledge about foundations of guidance and counselling
- ➢ To realize the importance of counsellor and
- ➢ To recognize the Egan model of counseling.

Possible Outcomes of the course:

- The course will give a clear picture on foundations of guidance and counselling.
- The course will train the students to promote the types of guidance and counselling.
- The course will make the learners skilled in various techniques of counselling.

UNIT I Introduction to Guidance

Concept – Scope – Importance – Principles of Guidance - Types – Fields: Education – Career – Vocational – Professional- Profile of a competent guide.

UNIT II Meaning of Guidance

Nature and Scope of Guidance, - Need of Guidance - Principles of Guidance - Nature, Needs, Scope of each of the following

UNIT III Types of Guidance

Educational Guidance

Vocational Guidance

Social Guidance

Group Guidance

UNIT IV Counselling

Definition – Purpose – Elements – Characteristics – Forms – Counselling as applied to education.

UNIT V Approaches in Counselling

Nature and Principles of Counselling – directive, non directive, eclectic, role and functions of Counsellor, - Professional Education of the Counsellor

UNIT VI Testing Techniques

Types of tests used in Guidance - Tests of Intelligence: Aptitude, Interest, Achievement and Personality

UNIT VII Uses and limitations

Uses and limitations of testing techniques in Guidance - Non-testing techniques: observation, questionnaire, rating scale, interview anecdotal cumulative record, case study

UNIT VIII Guidance Services

Meaning of Guidance Services, Principles of Organizing Guidance Services
- Individual Information service: types of data to be collected about the individual student, Sources of information

UNIT IX Occupational Information Service

Types of information materials, sources, methods of classifying and disseminating occupational information- Placement Service: Educational Placement, Vocational Placement-Evaluation of Guidance Programme, Follow-up Service

UNIT X Theories of Counselling

i) Directive, ii) Non-directive, iii) Psycho-analytical and iv) Behavioural

UNIT XI Foundations of Guidance and Counselling

Philosophical: Dignity of the human being – Sociological: Influence of social system – Psychological: Concept of self directed behaviour – Learning principles.

UNIT XII Counsellor

Personal growth and effectiveness – Concerns of self, attitude, values, beliefs, relationships, self-esteem and openness to other – Accepting personal responsibility – Realistic levels of aspiration – Self-actualization – Portrait of a helper and a trainee.

UNIT XIII Approaches to counselling

Personal models of counselling for teaching - Types of counselling: Client centered – Behavioural – Cognitive – Solution oriented.

UNIT XIV Egan Model of Counselling

Stages: Problem exploration and clarification – Integrative understanding dynamic self understanding – Facilitating action, developing a new perspective.

REFERENCES

1. Dr. Paul Hauck, *Depression.*

2. Eugene Kennedy, *On Becoming A Counsellor*, 1977.

3. Eugene Kennedy, *Crisis Counselling*, 1981.

4. Gerard Egan, *The Skilled Helper*, 1982.

5. Stephen Murugatroyal, *Counselling and Helping*.

Course Code	Title of the Course
34832	**QUALITY ISSUES IN EDUCATION**

OBJECTIVES OF THE PAPER

➢ To expound the quality related terminologies.

➢ To understand the performance indicators and benchmarking in higher education.

➢ To attain the knowledge about quality assessment and accreditation.

➢ To realize the concept total quality management in education and

➢ To acquire the idea of new quality perspectives in higher education.

Possible Outcomes of the course:

• The course will give a clear picture on performance indicators and benchmarking in higher education.

• The course will train the students to promote quality assessment and accreditation.

• The course will make the learners skilled in cultivation of students and total quality in management.

UNIT I Introduction to Quality Education

Quality in Higher Education: Quality related terminologies: Quality – Quality control – Quality assessment – Quality assurance

UNIT II Needs of Quality Education

Need for quality in higher education – Factors influencing quality – Accountability: Impact of accountability and accreditation on stake-holders and society.

UNIT III Performance Indicators

Performance Indicators in Higher Education: Concept – Types – Uses – Performance Indicators of NAAC

UNIT IV Benchmarking in Higher Education

Meaning

Types

Benefits

Methodologies and procedures.

UNIT V Quality Assessment and Accreditation

> Meaning

> Types

> Accreditation procedure

UNIT VI Accreditation by NAAC

> Existing practices – New methodologies and initiatives of NAAC accreditation – Re-accreditation process

UNIT VII National Board of Accreditation (NBA)

> Preamble – Need – Advantages – Process of Accreditation – Criteria and weightings.

UNIT VIII Total Quality Management in Education

> Definition – Elements – Management plans – Approaches to TQM – TQM Process

UNIT IX Academic Audit

> Objectives – Advantages – Limitations – Accreditation and Academic Audit.

UNIT X Quality in Global Perspective

> Global standards – Strategies for matching global standards – International practices of accreditation

UNIT XI Certification for Educational Institutions

> ISO 9000 Certification for Educational Institutions: Methodology for Implementation of ISO 9000 – Benefits – Limitations – Accreditation Vs ISO 9000 Certification.

UNIT XII New Quality Perspectives in Higher Education

> Capacity Building Model – Modification of Accreditation System – Industry Academia Partnership for quality education and research.

UNIT XIII Statutory Bodies in the Field of Education

> Important functions and contributions of the following: MHRD, UGC, NCERT, NCTE & NIEPA

UNIT XIV Quality in Education

Input –Process –Output Analysis – Concept of Total Quality Management (T Q M) - Supervision and Inspection –functions – Accreditation and certification.

REFERENCES

1. Armond V. Feigerbaum, *Total Quality Control*, McGraw Hill.
2. Ron Collard, *Total Quality*, Jaico, Delhi.
3. John Bark, *Essence of TQM*, Prentice Hall, Delhi.
4. Willborn& Cheng, *Global Management of Quality Assurance Systems*, McGraw Hill.

Course Code	Title of the Course
34833	**VALUE EDUCATION**

OBJECTIVES OF THE PAPER

- ➢ To orient students about the concepts of Morals, Morality, Values and Value Education.
- ➢ To enable students to understand various types of values, the distinction between morals, morality and value judgment and their significance for education.
- ➢ To orient students to theories of value and moral development and methods of value inculcation.
- ➢ To enable students to organize activities and develop curriculum for developing values and morals.
- ➢ To enable students to analyze the issues related to ethics, morals and values.
- ➢ To enable students to understand the problems in evaluating attitudes, morals and values.

Possible Outcomes of the course:

- • The course will give a clear concepts of Morals, Morality, Values and Value Education
- ➢ The course will train the students to promote various types of values, the distinction between morals, morality and value judgment and their significance for education.
- ➢ The course will make the learners skilled in ethics, morals and values.

UNIT I Introduction to Value Education

Definition, meaning, nature and scope of value. Value and value education, positive and normative dichotomy of values, intrinsic and extrinsic values, personal and social values, hierarchy of values.

UNIT II Importance of Value Education

Need and Importance of Value Education,

Status of value education in the curriculum,

Need for value education in 21st century

UNIT III Various Committees/Commissions in Value Education

Recommendations of various committees/commissions:

a) Indian Education Commission (1964-66)

b) NCF (2005)

UNIT IV Theories of Values and Moral Development

Social, Sanskars, Genetic,Cultural and conscience factors for moral development and value education.

UNIT V Fostering values

Role of parents, Teacher's society, Peer groups religion, Government ,Mass media

UNIT VI Measurement of Values and Morals

Evaluation, Assessment, Measurement of Values and Morals – qualitative and quantitative approaches, value judgment, defining issue test.

UNIT VII Moral Development

Moral Development of a Child - Concept of Moral Education & Sources of Values

UNIT VIII Approaches in Moral Development

Moral developmental approach – Jean Piaget- Stages of moral development - Kohlberg

UNIT IX Models of Moral Education

Rationale Building Model, Value Classification Model- Social Action Model

UNIT X Methods

Methods and Strategies of Value and Moral Development, Conventional methods – ethosand sanskar,

UNIT XI Models

Role Model, Imitation, teaching, Sermonizing, Storytelling, JatakKathas, Pancha Tantra, Folk stories and Arts, sharing responsibility.

UNIT XII Approaches and Strategies of Value Education

Approaches and value inclusion, analysis and clarification,

Strategies – direct curricula, indirect curricula and personal examples.

UNIT XIII Types of Values

Domains of Values – caring, judging and action. Man, Morals and Morality, Values and Morality, Morals and ethics. The relevance of Morals and values in Education.

UNIT XIV Concept of Moral Education in Value Education

　　　Meaning and Concept of Moral Education and Value Education – Their philosophical, psychological and sociological bases. The aims of life, values, morals and education.

REFERENCES

1. Allport, G. W. Vernon, P. E., &Lindzey G. (1960) Manual of Study of Values
Boston: Houghton Miflin.
2. Chitkara, M. G. (2003), Education and Human Values, APH Publishing Corporation,
   New Delhi – 110002.
1. Gawadne, E. N. (2002) Value Oriented Education Vision for Better Living: Sarup& Sons, New
    Delhi – 110002.
4. Mujeeb, M. (1971) Education and Traditional Values Delhi, (Meenakshi Prakashan).
5. Mukerjee, R. K. (1964) The dimensions of Values: Allen and Unwin.
6. Pepper, S. C. (1970) The sources of values: London; University of California Press.

Course Code	Title of the Course
34834	**COMPARATIVE EDUCATION**

OBJECTIVES OF THE PAPER

➢ To help the students to understand comparative education as an emerging multi education as discipline (with its scope and major concepts) of education.

➢ To acquaint the students with educational systems in terms of factors and approaches of comparative education.

➢ To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.

Possible Outcomes of the course:

➢ The course will give a clear picture on distribution, availability and utilization of various kinds of approaches of comparative education.

➢ The course will train the students to promote comparative education as an emerging multi education as discipline (with its scope and major concepts) of education

➢ The course will make the learners skilled to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.

UNIT I Comparative Education

Meaning and scope of Comparative Education- Importance of the study of Educational Systems in a comparative perspective - Education for Economic Development

UNIT II Scope of Comparative Education

Meaning in terms of looking at it as a new discipline. - Scope and major concepts of comparative education. -Methods - Democracy and Nationalism - Area Study

UNIT III Structure of the System

Structure and distinctive features of the Systems of Education of Education in the following Countries: (a) U.K.,(b) U. S .A.,(c) China, and (d) India

UNIT IV Globalization

Educational for Global consciousness and development,- Education for Environmental of Protection - Role of UN and SAARC - Education Programmes of UNESCO.

UNIT V Problems of Illiteracy

Poverty and population Explosion - Problems of Illiteracy - Equalization of Educational Opportunities

UNIT VI Educational Development

Education for Socio - Cultural Development - Factors determining the Educational Systems of a Country

UNIT VII Comparative Education

Factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural. - Factors related to – Cross disciplinary approach used in comparative education.

UNIT VIII Modern Trends in World Education

National and Global - Role of UNO in improving educational opportunities among the member countries, -various official organs of the UNO and their educational activities.

UNIT IX Comparative Study

A comparative study of the educational systems of countries with special reference to: Primary Education -USA, UK, Russia, India, Secondary Education - USA, UK, Russia, India.

UNIT X Higher Education Status

Comparative Study: Higher Education - USA, UK, Russia, India. Teacher Education - USA, UK, Russia, India.

UNIT XI Problems of Education

Problems prevailing in developing countries with special reference to India, their causes and solution through education, Poverty

UNIT XII Reason for illiteracy

Problems of Education: Unemployment, Population explosion, Gender Sensitization, Political instability.

UNIT XIII Prevention

Prevalent problems in Developing countries and intervention of education – Issues and concerns. - Major problems and educational interventions with special reference to India. - Environmental Degradation and sustainable development. - Universalization of elementary education.

UNIT XIV Educational Improvement

Role of U.N.O. in improving educational opportunities among member countries. - Official organs of U.N.O. and their educational activities in India.

REFERENCES

1. Mishra, N *Poverty in South Asia*, Delhi, Authors Press Publishers, 2001.

2. Andreas, M.K. *Tradition and Change in Education: A Comparative Study,* London, Prentice Hall, Inc. 1965.

3. Bereday, G.Z.F. *Comparative Methods in Education***,** New York, Oxford, 1967.

4. Cramer, J.F.& Browne, G.S. *Contemporary Education: A comprehensive study of National systems***,** New York, Brace and World, Inc. 1965.

5. Devi, S. F. *Systems of Education*, New Delhi, Mittal Publication, 2002.

6. De Silva &Peirie*The University of Sri lanka*Macmillan India Ltd, New Delhi, 2008.

7. Batten T.R. : Education and Country Development, Inst. of Rural Life, 1959.

8. Bantock, G.H. : Freedom and authority Fabru, 1952

9. BertandRussel : Education and the social order London, George Allen and Unwin Ltd. 1947

10. GariteaHayes : The Historical Evolution of Modern Nationalism New York, Mac. Millan 1948

Course Code	Title of the Course
34841	**SPECIAL EDUCATION**

OBJECTIVES OF THE PAPER

➢ Know and understand the concept and principles of special education and its scope in India.

➢ Understand the reasons for and suggestions of recent commissions of education about special education as important and essential for realizing the objective of Universalization of Education.

➢ Grasp the meanings, specific needs and characteristics, and modalities of identifying various types of special/exceptional learners.

➢ Know and understand the various educational intervention programmes and academic provisions for meeting the exceptional needs of special children separately as also in regular classrooms.

Possible Outcomes of the course:

☐ The course will give a clear picture on various kinds of disabilities and its types.

☐ The course will train the students to promote the importance of special education and full fill the needs of special children in the inclusive class room.

☐ The course will make the learners skilled in handling the various kinds of assistive devices in the process of teaching learning.

UNIT I Special Children

Nature, needs and types of special children (children with exceptional abilities – creative and gifted; with deficiency and handicaps – mentally retarded, sensory and physically disabled; with learning disability

UNIT II Learning Disabled

Slow learners, under achievers, and other types of learning disabled; with social and emotional problems – truant, delinquents, drug addicts etc.). - Characteristics, problems and special educational needs of each type of special children.

UNIT III Special Education

Objectives, Principles and Scope of Special Education in India.

Problems and issues of Special Education in India.

Historical perspective of Special Education in India.

UNIT IV Educational Interventions

Meaning and type of Educational Interventions

Educational programmes and their trends

Concepts of mainstreaming

Segregated,

Integrated to inclusive.

Administration of special education.

UNIT V Special Education in India

Constitutional provisions for Special Education

Government policies for Special Education

Legislations for Special Education

Recommendations of various committees and commissions

NPE (1986)

POA (1992)

UNIT VI Welfare Units

PWD (Person's with Disability) Act (1995).

National Institutions of Special Education.

Role of Rehabilitation Council of India.

UNIT VII Reasons for Disability

Visually impaired, low vision, hearing impaired, mentally retarded, orthopedically impaired, learning disabled children – Etiology and its characteristics with reference to the various disabilities and their prevention methods.

UNIT VIII Psychology of Teaching and Learning

Psychology of Teaching and Learning in relation to the disabled learner

Curriculum for disabled learners

Pedagogy for disabled learners

Evaluation methods for disabled learners

Placement for disabled learners

UNIT IX Special children with Physical disabilities

Basis classification, characteristics and etiology of various types of disabilities and differences between them; Educational needs and problems of each type of disabilities. Physically disabled – visually handicapped Audio handicapped (speech and Hearing disabled) orthopedically handicapped

UNIT X Socially Deprive

Socially deprived meaning, types,

Emotionally disturbed children: Meaning and Types

Dyslexic Delicate Children

Etiology

UNIT XI Multiple Disabilities (Associate disabilities)

Meaning of Multiple Disabilities

Concept of Multiple Disabilities

Types of Multiple Disabilities

Causes of Multiple Disabilities

Educational implications for Multiple Disabilities

UNIT XII Special children with Exceptional Abilities

Types – Gifted and Creative; Meaning, characteristics, problems and identification of each type. - Principles of creativity and its levels. - Measurement of creativity and fostering activities and programmes for creativity.

UNIT XIII Education of the Gifted and the Creative Children

Need and scope - Psychology of teaching and learning in respect to the gifted and the creative. -Curriculum, pedagogy, evaluation and placement in respect to the gifted and the creative.

UNIT XIV Problematic Children

Concept and meaning of Truants, - Delinquents, - drug addicts and other types of problem children, - their characteristics, - problems and etiology; - Preventive measures and educational programmes; - placement of delinquents, - drug addicts and other types.

REFERENCES

1. Burt, Cyril, (1950). The Backward Child, University of London Press

2. Charles, W. Telford and James, M. Saurey – (1772) The exceptional Individual, Prentice Hall, New Jersey.

3. De Haan, R. & Kauffman, J.M.(1978) Exceptional Children- Introduction to special Eduction, New Jersey, Prentice-Hall-Inc.

4. Wadia, A.R. (Ed.). The Handicapped Child. Tale Institute of Social Sciences. Bombay.

5. Kuppuswamy, B. (1976) A text book of child Behaviour& Development, New Delhi, Vikas publishing House.

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7. Robinson, H.B. & Robinson N.M. (1965). The Mentally Retarded Child, A Psychological Approach, New York, Mcgraw Hill, Co.

8. Dunn, L.M. (Ed.) (1973). Exceptional Children in the schools, New York, Holt, Rinchert Winston.

Course Code	Title of the Course
34842	**TEACHER EDUCATION**

OBJECTIVES OF THE PAPER

➢ The concepts of teaching competency, teacher competence, teaching skills, teacher performance and teacher effectiveness and distinctions between them.

➢ The essential competencies required in a teacher for effective transaction of the teaching – learning process and develop professional ethics.

➢ The trends and innovations in teacher education.

➢ The various teaching and training techniques and know about teaching models and the concepts and processes related to them.

➢ The trends and problems of researches in the area of teacher education and take inspiration to undertake researches in this area.

Possible Outcomes of the course:

• The course will give a clear picture on the importance of teacher education in the society.

➢ The course will train the students to promote for effective transaction of the teaching – learning process and develop professional ethics.

➢ The course will make the learners skilled in area of teacher education and take inspiration to undertake researches in this area.

UNIT I Teacher Education

Basic Concepts, aim, need for training, need for education of teacher and scope of Teacher Education, Teacher Education in a changing society: A brief industrial perspective of the teacher education in Indian context, basic features of teacher education in India.

UNIT II Development of Teacher Education

Development of teacher education in India from ancient period, medieval period, Buddhist period, Mogul period, British period to Post-Independence period. Needs of the learners, educational system and the teacher education Programme.

UNIT III Current Status of Teacher Education

The current Teacher Education system in India: analytical study and critical appraisal of the recommendations of various commissions and committees of the post independence era for teacher education.

UNIT IV Techniques for higher learning

Conference technique, seminar technique, symposium technique, workshop technique, Panel discussion technique, group discussion technique advantages and disadvantages

of the techniques.

UNIT V Structure of Teacher Education

Aims, objectives and Teacher Education curriculum at different levels of education viz. Pre-primary, Primary, Secondary and Higher level. Salient features – relevance flexibility integration and interdisciplinary.

UNIT VI Norms and Guidelines

Norms and guidelines for teacher education at different stages. - Appraisal of current curricula and reforms proposed by N.C.T.E. and N.C.E.R.T. for different levels. -Levels and types of teacher education courses.

UNIT VII Teacher Education Programmes

In-Service training programme, Pre-Service training programme, Distance Education programmes, orientation and Refresher courses, advantages their problems and limitations.

UNIT VIII Agencies of Teacher Education

Roles and scope of teacher education agencies.

International level – U.N.E.S.C.O.,

National level - U.G.C., N.C.E.R.T., I.A.S.E., C.A.S.E,

State level -- S.C.E.R.T., D.I.E.T.

UNIT IX Current Problems in Teacher Education

Current problems of Teacher Education Institutions: Teacher Education and problems of practicing schools. - Community and other institutions - Preparation of teachers for special schools - Teacher's curricula and its implementation.

UNIT X Teaching and Teaching Models

Nature, definition, characteristic, fundamental elements of teaching , and principles of teaching. Model of Teaching – concept attainment model, inquiry model, social interaction model, Taba model, creative teaching model, information process model and instructive thinking models.

UNIT XI Teaching as a Profession

Roles, responsibilities and accountability of teachers, Professional organization of teachers at various levels of education, Performance appraisal of teachers – issues and problems, Preparation of professional and personal teaching profession in future.

UNIT XII Teacher Effectiveness

Concept of teacher effectiveness, evaluation of teacher effectiveness, procedures for evaluation, tools for evaluating the teacher effectiveness and evaluation related problems in the context of each - Qualities of a good teacher – cognitive, affective and Psychomotor.

UNIT XIII Organizational behaviour

Introduction to organizational behavior

 Meaning and objectives of organizational behaviour,

School as a social system

Interpersonal interaction

Communication in the organization

UNIT XIV Recent Research in the area of Teacher Education

Research in India,

Research on teacher behaviour,

Personal variables,

Content variables,

Strategies variable and situational variables.

REFERENCES

1. Anderson, L.W. (Ed.) - International Encyclopedia of Teaching and Teacher Education, Cambridge University Press.

2. Adams, M.P.-Basic Principles of student Teaching. Emas Publishing House, New Delhi.

3. Adoval, S.B.-Quality of Teachers, Amitabh Prakashan, Allahabad.

4. Biddle, B.J.-Encyclopedia of Teaching

5. Biddle B.J. and Ellene W.J. (Ed.) -Contemporary Research on Teacher Effectiveness, Holt, Rinehart & Wilson, NewYork.

Course Code	Title of the Course
34843	ICT IN EDUCATION

COURSES OBJECTIVES

➢ To understand the basic concepts of computer in ICT.

➢ To understand the components & types of Educational Technology.

➢ To comprehend the concept, principles, phases, levels & models of Teaching.

➢ To appreciate the multimedia approach in ICT.

➢ To realize the applications of modern technologies in Education.

➢ To understand the education applications of networking and internet tools like Search Engines, Blogs, & Social Networks.

Possible Outcomes of the course:

• The course will give a clear picture on concept, principles, phases, levels & models of Teaching.

• The course will train the students to the education applications of networking and internet tools like Search Engines, Blogs, & Social Networks.

• The course will make the learners skilled in applications of modern technologies in Education.

UNIT I Modern Technologies in Education

Computer: Basic concept & types of computer; Components of computer, Operating System, Application of Computer in the field of Education & Evaluation. Computer Assisted Instruction. Concept and uses of M.S. word, M.S. excel and Power point.

UNIT II Trends in Educational Technology

Video Tape,

Radio Vision,

Tele-Conferencing,

ETV, CCTV, INSAT, EDUSAT, etc.,

UNIT III Resource centers for Educational Technology

CIET

UGC

IGNOU

NOS

State ET Cells etc.,

UNIT IV Information and Communication Technology

Meaning and Concept of ICT, Difference between ICT and ET

The Information Processing Cycle: Modes and Barriers

Effective Classroom Communication

Application of ICT in Classroom Instruction

UNIT V ICT in Learning Process

Concept, Components and Steps Systems Approach to Instruction, Use of ICT in School Management. Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers Instructional Design.

UNIT VI Programmed Instruction

Basic concepts of Programmed Instruction.

Origin and types of programming.

Linear programming

Branching programming

Development of the Programmed Instruction Material.

UNIT VII Teaching Technology

Concepts of Pedagogy an Andragogy

Principles and Techniques of Andragogy

Simulated Teaching

Preparing the modules.

UNIT VIII Theories and Models of Teaching

Levels of Teaching: Memory, Understanding and Reflective Levels of Teaching. Models of Teaching: Advance Organizer and Jurisprudential Model. Presage, Process and Product. Use of Animation Films for the Development of Children's Imagination.

UNIT IX Information and Communication Technologies in Education

ICT in Education - Importance, Advantages and Limitations Information and Communication Technologies in Teaching- Learning: Teaching Learning Contexts and the Need for ICT Devices and their Applications. Use of Internet and WWW in Teaching and Learning. Application of Information and Communication Technologies in Classroom, School Management and for Professional Development of Teachers.

UNIT X ICT for teaching learning

Appreciate the potential of ICT in Education, specifically in teaching and learning. Releasing the importance of learner analysis and classroom analysis. Analyzing curriculum to identify areas for ICT infusion. Determining the ICT resources for teaching-learning.

UNIT XI Internet

Concept and types of network.

Internet and internet tools.

Introduction to Search Engines (Google, Yahoo, Bing, etc.) and Email.

Blogging and its use in teaching.

UNIT XII Social Networks

Facebook

Whatsapp

Twitter,

Skype, etc.,

Mobile learning.

Their Educational Uses.

UNIT XIII E-Learning

Concept of e-learning, its trends, attributes and opportunities.

Management and implementation of e-learning.

E-Book and E-Magazine, Electronic Journals and E-Readers, E-Coaching, E-Tutorial and E-Moderation.

The E-Journals in the field of Educational Technology

Ethical Issues in Educational Technology.

UNIT XIV Digital storytelling

Combining text, graphic and audio visuals to create a communication. Developing a story and scripting by combining multiple digital media. Developing digital stories for communication in classrooms. Evaluating digital stories. Exploring possibilities for inclusive using digital story telling.

REFERENCE

1. Adam, D.M.(1985). Computers and Teacher Training; A Practical Guide. New York: The Haworth Press Inc.

2. Behera, S.C.(1991). Educational Television Programmes. New Delhi: Deep and Deep Publications.

3. Das, R.C.(1993)Educational Technology; A basic Text. New Delhi: Sterling Publishers Private Limited.

4. Kumar, N. & Chandiram, J.(1967). Educational Television in India. New Delhi: Arya Book Depot Patel, I.J. et al. Handbook of Programmed Learning, CASE Baroda.

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6. Ray, P.K.S (2012). Technology of Instructional Design, Part II. Delhi: Dominant Publishers and Distributers.

Course Code	Title of the Course
34844	**PROJECT WORK / DISSERTATION**

PROJECT WORK

➢ After the Completion of First Year, students are eligible to commence the Project work under the supervision of the qualified guide. The Candidates are permitted to submit the Project work on completing 18 months of the course but not later than five years after the commence of the course

➢ The Guide / Supervisor of the Project work shall be an approved guide of Alagappa University, Karaikudi or a person with an M.Phil Degree working with three years teaching experience in any Government or Government Aided College of Education or Department of Education or DIET or a person working in Government or Government Aided College of Education or Department of Education or DIET with Ph.D. (Education) qualification.

➢ The students shall submit the consent letter from the guide in the prescribed format before the commencement of the project work.

➢ The Project Report shall not exceed 150 Pages and be not less than 50 Pages

➢ The Project Report should be certified by the Approved Guide with Self Declaration of the Candidate for assuring the Quality and Originality of the work.

➢ There is an internal Viva-Voce examination for the Project Report submitted.

➢ **The Split up of marks for the project will be :**

      1. Innovativeness   -   25 Marks

      2. Methodology and Analysis   -   25 Marks

      3. Reporting and Presentation   -   25 Marks

      4. Viva – Voce examination   -   25 Marks

            TOTAL   -   **100 Marks**

Duration of the Programme:

The programme for the degree of Master of education shall consist of two academic years divided in to four semesters. Each semester consists Three Theory Papers and One project work / dissertation. Theory course and Practical course carry 4 credits each. Each semester consists of 16 credits and the programme consists of 64 credits in total.

Faculty and Support Staff Requirements:

PG - Non-Science Programmes

Staff Category	Required
Core Faculty	3
Faculty - Specialization	2
Clerical Assistant	1

Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

Identification of Media:

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like councelling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter only. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

Procedure for Admission, curriculum transaction and evaluation:

1. Procedure for Admission:

  A candidate who has passed the any degree (10 + 2+ 3 system) examination of the University or an Examination of any other University accepted by the Syndicate as equivalent thereto shall be eligible to appear and qualify for the M. A Degree in education of this University after a course of study of two academic years.

2. Curriculum Transactions:

  The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses (4 courses with 4 credits each)	64
Total	**64**

3. Evaluation:

  The evaluation shall be conducted separately for theory and practical to assess the knowledge acquired during the course of study. There shall be two systems of evaluation viz., internal assessment and end semester examinations. In the case of theory courses the internal evaluation shall be conducted as Continuous Internal Assessment via. Student's assignment preparation, seminar, etc. The internal assessment shall comprise of maximum 25 marks for each subject. The end semester examination shall be of three hours duration to each course at the end of each semester. The end semester examinations shall comprise of maximum of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

3.1. Question Paper Pattern:

  Answer all questions (one question from each unit with internal choices) Time: 3 Hours
Max. Marks: 75
Part A- 10 x 2 Marks = 20 Marks
Part B -5 x 5 Marks   = 25 Marks
Part C- 3 x 10 Marks = 30 Marks

3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for theory courses

Component	Marks
Student's Assignments	25
Total	25

3.3. Passing Minimum:

The candidate shall be declared to have passed the examination if the candidate secures a minimum of 50% (50 marks out of 100 marks) in the University end semester examination. Then the total marks secured by the candidate will be taken and add with his/her internal marks (Maximum marks 25).

f. 3.4. Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester
G_i = Grade Point obtained for course i in any semester.
n refers to the semester in which such courses were credite

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

Grade Point Average = <u>Sum of the multiplication of grade points by the credits of the courses</u>

Sum of the credits of the courses in a semester

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme

Sum of the credits of the courses for the entire programme.

CGPA	Grad	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

4. *Maximum duration for the completion of the course:*

The maximum duration for completion of M.A. Education programme shall not exceed ten semesters from their fourth semester.

5. *Commencement of this Regulation:*

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

5. *Fee Structure:*

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.	
		First Year	Second Year
1	Admission Processing Fees	300.00	-
2	Course Fees	7700.00	7700.00
5	ICT Fees	150.00	150.00
	TOTAL	8,150.00	7,850.00

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the Library Resources:

A well-equipped library exclusive for Distance Education Programme was established at the faculty of education Block, Alagappa University, Karaikudi with all the necessary classrooms for conducting face to face contact sessions. Directorate of Distance Education, Alagappa University, Karaikudi housing an exclusive Library facility with adequate number of copies of books in relevant titles for M. A. Education programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with M.A., Education Programme as follows

Sl. No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development	10,00,000.00
2	Programme Delivery	20,00,000.00
3	Programme Maintenance	3,00,000.00

i. Quality assurance mechanism and expected programme outcomes:

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Apart from the end semester examination-based review feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the M. A. Education Programme.

Directorate of Distance Education

Alagappa University, karaikudi

Minutes of the Meeting of the Board of Studies in Education for B.Ed, M.A.(Child Care & Education), M.A.(Education) Programmes (ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi – 630 003, on 04.09.2017 at 10.00 am.
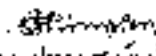
Members Present

1.	Dr. P.Sivakumar	-	Chairman
2.	Dr. E.Ramganesh	-	Member
3.	Dr. G.Kalaiyarasan	-	Member
4.	Dr. A.Balu	-	Member

The revised curriculum for B.Ed, M.A.(Child Care & Education), M.A.(Education) programmes was scrutinized and discussed in the meeting. The board has resolved the following:

1. The necessary suggestions offered by the members be carried out in the B.Ed, M.A.(Child Care & Education), M.A.(Education) curriculum.

2. The curriculum of B.Ed, M.A.(Child Care & Education), M.A.(Education) be approved.

3. The Approved Syllabi be provided in the Annexure.

04.09.2017

(A.BALU)

(G.KALAIYARASAN)

(E.RAMGANESH)

(P.SIVAKUMAR)

PROGRAMME PROJECT REPORT (PPR)

For

M.A. ENGLISH

Submitted

By

DIRECTORATE OF DISTANCE EDUCATION

ALAGAPPA UNIVERSITY

KARAIKUDI- 630 003, TN.

Degree of Master of Arts (M.A.) English
Credit Based System (CBS)
(With effect from June 2018 – 2019 onwards)

a. Programme's Mission & Objectives:

To afford a High Quality Post Graduate Degree in English (M.A) through Distance Learning mode to the graduate-aspirant in order to make them appropriate English literature and develop a critical outlook. The students will be able to become creative writers and researchers in the field of English language and literature.

The objectives of the programme include:
- To make the students appropriate and evaluate the prescribed English prose.
- To make the students appropriate and evaluate the prescribed English poetry.
- To make the students appropriate and evaluate the prescribed English drama.
- To make the students appropriate and evaluate the prescribed English fiction.
- To develop the habits of effective reading.
- To develop effective writing skills especially for academic purpose.

b. Relevance of the Programme with Alagappa University's Mission and Goals:

In order to align with the mission and goals of Alagappa University the M.A. English Programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the students with the literary concepts and literary genre so as to make them appreciate and evaluate literary works. Thus they would become in future veteran teachers and critics.

c. Nature of Prospective Target Group of Learners:

This M.A. English Programme through Distance Learning mode is developed by keeping in mind to give opportunity to economically and socially excluded people includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in English literature. Also, the target group of learners includes various level employees of hospitals, secondary –level school teachers, research aspirants, women taking care of family –the important unit of the community, etc.,

d. Appropriateness of programme to be conducted in Distance learning mode to acquire specific skills and competence:

M.A. English Programme through Distance Learning mode is developed in order to give subject-specific skills including i) knowledge about communication skills ii) knowledge about English language teaching iii) knowledge about English grammar.

e. Instructional Design:
e. 1. Curriculum Design:

Sl. No.	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max.	C Max.
FIRST YEAR						
I Semester						
1.	32011	Poetry	25	75	100	4
2.	32012	Prose	25	75	100	4
3.	32013	Drama	25	75	100	4
4.	32014	Literary Criticism	25	75	100	4
		Total	100	300	400	16
II Semester						
5.	32021	New Media and Advertising	25	75	100	4
6.	32022	Shakespeare	25	75	100	4
7.	32023	Fiction	25	75	100	4
8.	32024	Comparative Literature and Translation	25	75	100	4
		Total	100	300	400	16
SECOND YEAR						
III Semester						
9.	32031	British Literature -I	25	75	100	4
10.	32032	Indian Literature in English Translation	25	75	100	4
11.	32033	English for Communication	25	75	100	4
12.	32034	Advanced English Grammar and Usage	25	75	100	4
		Total	100	300	400	16
IV Semester						
13.	32041	British Literature -II	25	75	100	4
14.	32042	American Literature	25	75	100	4
15.	32043	Introduction to Linguistics	25	75	100	4
16.	32044	English Language Teaching - Theory and Practice	25	75	100	4
		Total	100	300	400	16

Course Code Legend:

3	2	0	Y	Z

320- M.A. English, Programme

Y -Semester Number

Z- Course Number in the Semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total,
C: Credit Points, Max.: Maximum

e. 2. *Detailed Syllabi***:**

FIRST SEMESTER

Course Code	Title of the Course
32011	**POETRY**

Learning objectives:

1. To familiarize the students with the poetry works of select writers in English.

Unit – I	Edmand Spenser	: Prothalamion
	John Donne	: i. The Canonization, ii. The Sun Rising
Unit – II	John Milton	: Paradise Lost - Book II
	John Dryden	: Mac Flecknoe
	William Blake	: i. Holy Thursday, ii. The Lamb,
		iii. –The Tiger
Unit – III	William Wordsworth	: Tintern Abbey
	John Keats	: Ode on a Grecian Urn
Unit – IV	Alfred Tennyson	: The Lady of Shalott
	Robert Browning	: My Last Duchess
Unit – V	Matthew Arnold	: The Scholar Gipsy
	W.B. Yeats	: i. Byzantium, ii. Sailing to Byzantium
Unit – VI	T.S. Eliot	: The Waste Land
	R.W. Emerson	: i. Brahma, ii. Terminus
	Emily Dickinson	: i. My life Closed Twice Before it's Close
		ii. Success is counted sweetest…''
		iii. The Soul Selects Her Own Society
		iv. I heard a Fly buzz –when I died…''
Unit – VII	Robert Frost	: Birches
	Wallace Stevens	: Sunday Morning
	Langston Hughes	: i. The Weary Blues, ii. Dream variations

Unit – VIII	Denise Levertov	: i. A marigold from North Vietnam, ii. Advent 1966
	Sylvia Plath	: Lady Lazarus
Unit – IX	Nissim Ezekiel	: i. The Company I Keep
		ii. Poet, Lover, Birdwatcher
		iii. Night of the Scorpion
	A.K. Ramanujan	: i. Snakesii. A River
	Kamala Das	: i. The Old Playhouse
		ii. The Freaks
Unit – X	Jayant Mahapatra	: i.The Twenty- fifth Anniversary of a Republic: 1975
		ii. Waiting Fulfilment
	Keki N. Daruwalla	: On the Contrariness of Dreams
Unit – XI	A.J.M. Smith	: i. A Hyacinth for Edith
		ii. The Lonely Land
	Marpaaret Ondaatje	: The Time around Scars
	A.D. Hope	: i. Australia
		ii. Moschus Moschiferus
		iii. Song for St. Cecilia's Day
Unit – XII	Derek Walcott	: i. Ruins of a Great House
		ii. A Sea-Chantey
	Vincent O's Sullivan	: i. Elegy for a Schoolmate
		ii. The children
Unit – XIII	Wole Soyinka	: i. Telephone Conversation
		ii. Dedication
Unit – XIV	Jean Arasanayagam	: In the Month of July

References:

1. Palgrave's *Golden Treasury*. New Delhi: Oxford & IBH.

2. Irmsher, William F.*The Holt Guide to English*, New York: Holt, Rinehart.

3. Barry, Peter, *Beginning Theory*, London: Routledge.

4. Harland, *Literary Theory from Plato to Barthes*, Routledge.

5. Douglas, Arkins G & Marrow, *Laura. Contemporary Literary Theory* New York: Macmillan.

FIRST SEMESTER

Course Code	Title of the Course
32012	PROSE

Learning objective:

1. To familiarize the students with the prose works of select writers in English.

Unit – I   Francis Bacon   : Of Truth – Of Ambition – Of Revenge –
                                      Of Superstition

Unit – II   Johnson   : Life of Milton

Unit – III   Addison and Steele : The Coverley Papers from the Spectator

Unit – IV   Charles Lamb   : New Year's Eve – The Praise of Chimney-

                                      Sweepers – The South-Sea House

Unit – V   Dream Children   : A Reverie

Unit – VI   Carlyle   : Dante and Shakespeare

Unit – VII   George Orwell   : Why I Write

Unit – VIII   Will Durant   : The Conditions of Civilization

Unit – IX   Emerson   : Self-Reliance

Unit – X   Thoreau   : Civil Disobedience

Unit – XI   Ngugi WA Thiong'o   : Decolonising the Mind

Unit – XII   Russell   : Open Letter to Eisenhower and Khrushchev

Unit – XIII   Stephen Leacock   : The Financial Career

 Unit – XIV   Robert Lynd   : Forgetting

                  A.G. Gardiner   : On Umbrella Morals

References:

1. Hugh Walker   - English Essay and Essayist.

2. Ivor Evans   - History of English Literature.

3. Johnson   - Life of Milton Ed. by K. Deighton.

4. Critical History of English Literature, Davin Daiches (Volume-III).

5. Palgrave's *Golden Treasury*. New Delhi: Oxford & IBH.

6. *American Literature*. Volume 2, Ed. William E.Cair.Newyork: Penguin Academics 2004.

Course Code	Title of the Course
32013	**DRAMA**

Learning objective:

1. To make the students appreciate the dramatic Techniques used by select English dramatists.

Unit – I   Drama   : Introduction- Objective - Concepts

Unit – II   Sophocles   : Oedipus Rex

Unit – III   Ibsen   : The Doll's House

Unit – IV   Marlowe   : Dr. Faustus

Unit – V   Goldsmith   : She stoops to conquer

Unit – VI   Pinter   : The Birthday Party

Unit – VII   T. S. Elliot   : The Cocktail Party

Unit – VIII   Arthur Miller   : All my sons

Unit – IX   George Ryga   : The Ecstasy of Rita Joe

Unit – X   Girish Karnad   : Tughlaq

Unit – XI   Tendulkar   : Silence! The Court is in Session

Unit – XII   Girish Karnad   : Hayavadana

Unit – XIII   Tennessee   : Cat on a Hot Tin Roof

Unit – XIV   Sheridan   : The School of Scandal

References:

1. Goldsmith – She Stoops to Conquer.

2. Williams, Raymond: Drama from Ibsen to Eliot, Penguin Books, Harmondsworth, 1964.

3. J.L. Styan; The Elements of Drama.

Course Code	Title of the Course
32014	LITERARY CRITICISM

Learning objectives:

1. To provide the learners a knowledge of critical theories and practice of literary criticism so as to enable them to appreciate the imaginative literature in a better light.
2. To provide students of post-graduate classes with a brief historical survey of the state of criticism of the present time.
3. To make them familiar with the significant texts illustrating the different theoretical approaches.

Unit – I   Aristotle : Poetries (English Translation by S.H Butcher, Aristotle's Theory of poetry and Fine Art, Macmillan, 1932)

Unit – II   Philip Sidney : An Apology for Poetry

Unit – III   William Wordsworth : Preface to Lyrical Ballads

Unit – IV   Matthew Arnold : The Study of Poetry

Unit – V   T.S. Eliot : Tradition and the Individual Talent

Unit – VI   Edgar Allan Poe : The philosophy of Composition

Sri Aurobindo : The Word and the Sprit

Unit – VII   C.G. Jung : Psychology and Literature

Lionel Trilling : Freud and Literature

Unit – VIII   Northrop Frye : The Archetypes of Literature

Unit – IX   Harold Bloom : The Breaking of Form

Unit – X   Roland Barthes : Criticism as Language

Unit – XI   Jacques Derrida : Structure, Sign, and Play in the Discourse Of the Human Sciences

Unit – XII   Mark Schorer   : Technique as Discovery

Unit – XIII Elaine Showalter   : Towards Feminist Poetics

Unit – XIV   Linda Hutcheon   : Eruptions of postmodernity:

                                             The postcolonial and the Ecological

References:

1. S. Sethuraman Ramasamy "The Literary Criticism" Vol. I & II. Macmillan India Ltd.
2. Lodge, David. Twentieth Century Literary Criticism.
3. Lodge, David. Twentieth Century Literary Criticism.
4. Scott, Wilbur. Five Approaches to Literature.
5. Culler, Jonathan. Critical Theory.
6. Lodge, David. Modern Criticism and Theory.

Course Code	Title of the Course
32021	**NEW MEDIA AND ADVERTISING**

Learning objective:

1. To make the students familiarize with the concepts and uses of New Media and Advertising.

Unit - I Introduction to Computers - Role of Information Technology in Communication

Unit – II Characteristics of Computers i/o systems – Operating system

Unit – III DOS, Windows – Principle Features of Windows - Types

Unit – IV Introduction to Word Processing Software – MS Word – Excel – Access – Powerpoint – Adobe Photoshop

Unit – V Growth of Computer networks and World Wide Web – Administration – Commerce and publishing through new media – Media convergence.

Unit – VI Introduction to Websites and Web pages

Unit – VII Features of a typical website – Tools for new media

Unit – VIII Hardware and Software – Glossary of terms associated with websites

Unit – IX E-mail and Internet – Network protocols – Mailing lists – Search engines, browsers, Plug-ins and forts, News groups – Internet relay chart

Unit – X Teleconferencing -Video conferencing – Accessing references on the Internet.

Unit – XI Conventions of writing for New Media, Styles, Presentation, Newsfeeds, Hyperlinks, VRMLs, Linkage to original sources of news and background information

Unit – XII   Public Relation and Advertisement through New Media

Unit – XIII Working with Graphics, Images, Streaming Audio and Video, Ethical

issues, Regulation mechanisms

Unit – XIV Multimedia Usages- Influences on social behaviour - Future trends

References:

1. Silberschatz, Abraham (1994). *Operating System Concepts, Fourth Edition*. Addison-Wesley.

2. *Linz, Peter (1990). An Introduction to Formal Languages and Automata.* D. C. Heath and Company.

3. Akhter, Shameem (2006). *Multi-Core Programming*. Richard Bowles.

4. Tanenbaum, Andrew S. (1990). *Structured Computer Organization, Third Edition*. Prentice Hall.

5. Akhter, Shameem (2006). *Multi-Core Programming*. Richard Bowles. (Intel Press).

Course Code	Title of the Course
32022	**SHAKESPEARE**

Learning objectives:

1. To provide the students a first-hand knowledge of the plays of Shakespeare and to create in them an awareness of the genius of Shakespeare as a playwright.

2. To help the students understand the distinctiveness of Shakespeare's plays with special reference to the immortal characters he created, his intuitive understanding of human nature and the greatness of his craftsmanship.

3. To make students understand the magnitude of the Shakespearean world.

Unit - I   - Life and Works of Shakespeare

Unit – II   - The Elizabethan Audience and Theatre

Unit – III   - Shakespearean Comedy – Classical –Romantic

Unit – IV   - Shakespearean Tragedy

Unit – V   - Shakespeare's Historical Plays

Unit – VI   - Twelfth Night

Unit – VII   - Much ado about nothing

Unit – VIII - Henry IV Part I

Unit – IX   - Shakespeare's Character – Marcus Antony

Unit – X   - Shakespeare's Character – Cleopatra

Unit – XI   - Shakespeare's Character – Enobarbus

Unit – XII   - Hamlet

Unit – XIII   - Othello

Unit – XIV - Tempest

References:

1. A.C. Bradley: Shakespearean Tragedy.

2. H. Granville-Barker: Preface to Shakespeare.

3. E.M.W. Tillyard: Shakespeare's Last Plays.

4. B. Evans: Shakespeare's Comedies.

5. E.K. Chambers: Shakespeare: A Survey.

6. K. Muir: Shakespeare: The Comedies.

Course Code	Title of the Course
32023	FICTION

Learning objective:

1. To introduce the learners to varied aspects of modern fiction.

Unit – I   Charles Dickens   : A Tale of Two Cities

Unit – II   Charlotte Bronte   : Jane Eyre

Unit – III   D.H. Lawrence   : Sons and Lovers

Unit – IV   James Joyce   : Ulysses

Unit – V   Hawthrone   : The Scarlet Letter

Unit – VI   Ernest Hemingway   : A Farewell to Arms – Book I & II

Unit – VII   Ernest Hemingway   : A Farewell to Arms – Book III & V

Unit – VIII Dostoesvsky   : Crime and Punishment – Chapter I to III

Unit – IX   Dostoesvsky   : Crime and Punishment – Chapter IV to VI

Unit – X   Gunter Grass   : The Tin Drum

Unit – XI   Margaret Atwood   : Surfacing

Unit – XII   Patrick White   : Voss

Unit – XIII Oliver Goldsmith   : The Vicar of Wakefield

Unit – XIV   Jane Austen   : Emma

References:

1. Farner, Geir (2014). Literary Fiction: The Ways We Read Narrative Literature. Bloomsbury Publishing USA.

2. Jones, Oliver. (2015). "Why Fan Fiction is the Future of Publishing." The Daily Beast. The Daily Beast Company LLC.

3. Milhorn, H. Thomas. (2006). Writing Genre Fiction: A Guide to the Craft. Universal Publishers: Boca Raton.

SECOND SEMESTER

Course Code	Title of the Course
32024	**COMPARATIVE LITERATURE AND TRANSLATION**

Learning objectives:

1. To expose students to the different categories of Comparative Literature.
2. To enable students understand other Schools of Comparative Literature.
3. To introduce students the genre of Comparative Literature.
4. To make them familiar with various aspects of the world literature tracing out from Aristotle to 20th century.
5. To help students understand Comparative Literature in relation to National, World and General Literature.

Unit – I   Nature of the term Comparative Literature - Definition -Scope

Unit – II   Comparative Literature – History - Nature

Unit – III   National Literature

Unit – IV   General Literature

Unit – V   World Literature – French and American Schools

Unit – VI   Relevance of Comparative Literature in India

Unit – VII   Literary Genres – Weisstein's approach to Genre Studies

Unit – VIII Influence and Motivation – Period, age, epoch, school and movement

Unit – IX   Reception Studies – epoch, period, generation, movement and thermology

Unit – X   The Study of Translation – History - Objectives

Unit – XI   A theory of Literary Translation

Unit – XII   Adaptation- Abridgement – Literary Vs Literary rendering

Unit – XIII Literature and other arts – Music, Architecture, Theatre and dance

Unit – XIV Other discipline – Psychology, Biography, Philosophy and Sociology

References:

1. Amiya Dev and Shivkumar Das Ed.   : *Comparative Literature: Theory and Practice.*

2. C.R. Visweswara Rao & R.K. Dhawan   : *Comparative Indian Literature.*

3. Chandra Mohan: *Aspects of Comparative Literature: Current Approaches.*

4. P. Newton Stallknech & M.M. Remak   : *Comparative Literature: Methods And Perspectives.*

5. Ulrich Weistein: *Comparative Literature and Literary Theory.*

6. Jan Brandt Corstice: *Introduction to the Comparative Study of Literature.*

7. R.Wellek & A.Warren   : *Theory of Literature.*

8. W.Friederich and D.Malone   : *Outline of Comparative Literature.*

Course Code	Title of the Course
32031	**BRITISH LITERATURE -I**

Learning objectives:

1. To provide the students a first-hand knowledge of the literary works of the period. I.e. from Chaucer to 1660.

2. To introduce the students to the political, economic, social and intellectual background so as to enable them to study the works as representatives of this period.

3. To introduce the students to the political, economic, social and intellectual background so as to enable them to study the works as representatives of this period.

Poetry

Unit – I Geoffrey Chaucer : Prologue to the Canterbury Tales

(The first five portraits only – The Knight, The Squire, The Yeoman, The Prioress and The Monk)

Unit – II Edmund Spenser : Prothalamion and Epithalamion

Unit – III John Donne : The Good Morrow, A Valediction: Forbidding Mourning, Death be Not Proud

Unit – IV Andrew Marvell : To His Coy Mistress, the Garden

Unit – V George Herbert : The Pulley, Virtue

Unit – VI Alexander Pope : An Epistle to Dr. Arbuthnot

Prose

Unit – VII Thomas More : Utopia

Unit – VIII The Bible (King James) : Gospel According to St. Mark

Unit – IX   Francis Bacon   : Of Truth, Of Death, Of Parents and Children, Of Marriage and Single Life, and Of Studies

Unit – X   Jonathan Swift   : The Battle of the Books

Drama

Unit – XI   Thomas Kyd   : The Spanish Tragedy

Unit – XII   Christopher Marlowe: Dr. Faustus

Unit – XIII Sheridan   : School for Scandal

Fiction

Unit – XIV   Oliver Goldsmith   : The Vicar of Wakefield

References:

1. A.W. Pollard Ed. The Prologue.
2. H.S.V. Jones. A Spenser Handbook.
3. C.S.L. Lewis. English Literature of the 16th Century.
4. James Reeves. Selected Poems of John Donne.
5. Helen Gardner. The Metaphysical Poets.
6. Grierson's. Introduction to the Metaphysical Poetry.
7. Douglas Bush. English Literature in the Earlier 17th Century.
8. Hansford J.H. A Bacon Handbook.
9. Collins. More's Utopia.
10. Poiriers. Christopher Marlowe.
11. Allardyce Nicoll. British Drama.
12. Sampson. Cambridge History of English Literature Vol. VI.
13. G.M.Trevelyan. Social History of England.
14. E. Sitwell. Alexander Pope.
15. A. Roper. Dryden's Poetic Kingdoms.
16. R.M. Wardle. Oliver Goldsmith.
17. Palgrave's *Golden Treasury*. New Delhi: Oxford & IBH.

THIRD SEMESTER

Course Code	Title of the Course
32032	**INDIAN LITERATURE IN ENGLISH TRANSLATION**

Learning objectives:

1. To introduce the students to English translation of Indian Literature of writers like Neela Padmanabhan, Bhavabhuti, and K. Sachidanandam etc.

2. To offer them an opportunity to read and enjoy the literary works of great writers of the world.

Novel

Unit – I   Neela Padmanabhan   : Generations **-**Chapter I to X

Unit – II   : Generations **-**Chapter XI to XX

Unit – III   : Generations **-**Chapter XI to XXX

Unit – IV   Ashapurana Debi   : Subarnalata- Chapter I to X

Unit – V   : Subarnalata- Chapter XI to XXI

Unit – VI   Bhalchandra Nemade   : Cocoon

Unit – VII   Rajee Seth   : Unarmed

Drama

Unit – VIII   Bhavabhuti   : Malati and Madhava – Men Characters

Unit – IX   : Malati and Madhava – Women Characters

Unit – X   Chandrasekhar Kamkar   : Sambasiva – A Farce**-**Chapter I to IV

Unit – XI   : Sambasiva – A Farce**-**Chapter V to IX

Poetry

Unit – XII   K. Sachidanandam   : The Rights of the Earth

Unit – XIII   Nikileswarar   : The Black Flag in the hands of Ambedkar

Unit – XIV   Srikant Varma   : The Pleasure Dome

References:

1. Chaudhuri, Amit, ed. 2001. *The Picador Book of Modern Indian Literature*, London: Picador.

2. Dharwadker, Vinay and Ramanujan, A.K., eds. 1996. *The Oxford Anthology of Modern Indian Poetry*, New Delhi: Oxford UP.

3. Guha, Ranajit, ed. 2005. *Subaltern Studies V*, New Delhi: Oxford UP.

4. Mehrotra, Arvind Krishna, ed. 2003. *An Illustrated History of Indian Literature in English*, New Delhi.

5. Ramanujan, A.K. 1985. *Poems of Love and War*, New Delhi: Oxford UP.

6. Rahman, Anisur. 2002. "*Paradigms of Empowerment and the College of Fort William*".

7. Sattar, Arshia. 2003. "Translations into English." In *An Illustrated History of Indian Literature in English*, New Delhi.

8. Sen, Amartya. 2005. *The Argumentative Indian*, London: Allen Lane.

9. University Grants Commission. 2001. *Model Curriculum: English and Other Western Languages*, New Delhi: University Grants Commission.

Course Code	Title of the Course
32033	**ENGLISH FOR COMMUNICATION**

Learning objective:

1. To offer them an opportunity to read different types of Communication activities.

Unit – I   Linguistic Communication – Importance of communication

Unit – II   Patterns of Communication

Unit – III   Management of Communication

Unit – IV   Barriers to Communication

Unit – V   Non-Verbal Communication – Personal appearance – Posture – Gestures – Facial expression – Eye contact – Spare distancing

Unit – VI   Face to face Conversation – Telephonic Conversation

Unit – VII   Interviews – Instruction – Dictation

Unit – VIII Meetings - Purpose and Procedure

Unit – IX   Chairmanship – Participation – Physical arrangements

Unit – X   Seminars and Conferences – Group Discussion

Unit – XI   Audio – Visual aids – Types and Uses

Unit – XII   Report Writing – Preparation of Technical proposals – Business Correspondence

Unit – XIII Preparation of Notices, Agenda and Minutes – Handbooks and Manuals

Unit – XIV Research Papers and Articles – Use of Graphic aids

References:

1. R. Babcock & B. Du-Babcock (2001). *Language-based communication zones in international business communication*.

2. D. Belcher (2009). *English for Specific Purposes in theory and practice*. Ann Arbor, MI: University of Michigan Press.

3. S. Bremner (2006). Politeness, power and activity systems: Written requests and multiple audiences in an institutional setting. *Written Communication*.

4. A. Freedman, C. Adam & G. Smart (1994). Wearing suits to class: Simulating genres and simulations as genres. *Written Communication*.

5. J. Forman (2004). Opening the aperture: Research and theory on collaborative writing.

Course Code	Title of the Course
32034	**ADVANCED ENGLISH GRAMMAR AND USAGE**

Learning objectives:

1. To help students understand how grammatical structures are systematically related to meaning.

2. To enable to understand the basic of grammar.

3. To give practice in clause analysis.

4. To enable students write correct English.

Unit – I   - Parts of speech

Unit – II   - Noun Phrases

Unit – III   - Adjective Phrases

Unit – IV   - Adverbial Phrases

Unit – V   - Prepositions

Unit – VI   - Concord

Unit – VII   - Tenses

Unit – VIII - Active and Passive Voice

Unit – IX   - Degrees of Comparison

Unit – X   - Noun Clause, Adjective clause, Adverbial l Clause

Unit – XI   - Simple, Complex and Compound Sentences

Unit – XII   - Kinds of Sentences – Transformation of Sentences

Unit – XIII - Synthesis of sentences

Unit – XIV   - Clause Analysis

References:

1. Barbara Strong   - *Modern English Structure*

2. Palmer   - *Grammar*

3. N.Krishnaswamy   -   *Modern English: A Book of Grammar Usage & Composition*

4. F.T. Wood   - Remedial *English Grammar.*

5. Boulton, Marjorie, *The Anatomy of Prose*. London: Routledge & Paul, 1954.

6. Weston. Anthony. *A Rulebook for Arguments. Indianapolis*: Hackett Pub, 2009.

Course Code	Title of the Course
32041	**BRITISH LITERATURE -II**

Learning objectives:

1. To provide the students a first-hand knowledge of the great literary works of the Romantic and Victorian Periods.

2. To acquaint the students with the Romantic Movement and also make them understand the political, economic, social and intellectual background of the Victorian Age.

    Poetry

Unit – I **-** William Wordsworth : Tintern Abbey

Unit – II **-** S.T. Coleridge : Kubla Khan

Unit – III **-** John Keats : Ode on a Grecian Urn

Unit – IV **-** P.B. Shelley : Ode to the West Wind

Unit – V **-** Robert Browning : My Last Duchess

Unit – VI **-** Dante Gabriel Rossetti : The Blessed Damozel

Unit – VII **-** Tennyson : Ulysses

Unit – VIII - Arnold : Dover Beach

    Prose

Unit – IX **-** Charles Lamb : Dream Children: A Reverie,
               Chimney Sweepers, Upon a Roasted Pig

Unit – X **-** Carlyle : Hero as Poet: Shakespeare and Dante

Unit – XI **-** Ruskin : Sesame

Fiction

Unit – XII - Jane Austen   : Emma

Unit – XIII - Walter Scott   : Kenilworth

Unit – XIV - Dickens   : A Tale of Two Cities

References:

1. C.M. Bowra. The Romantic Imagination.

2. H. Darbishire. The Poet Wordsworth.

3. E. Blunden. Shelley.

4. J. Cornwell. Coleridge Poet and Revolutionary.

5. R. Gittings. John Keats.

6. A.H. Wright. Jane Austen's Novels.

7. E. Blunden. Charles Lamb and His Contemporaries.

8. Pope Hennessey. Sir Walter Scott.

9. O. Elton. A Survey of English Literature 1830-1880.

10. F.L. Lucas. Ten Victorian Poets.

11. E. Blunden. Thomas Hardy.

12. R.J. Cruikshank. Charles Dickens and Early Victorian England.

13. Graham Hough – The Romantic Poets.

14. Mario Prezo - The Romantic Agony.

FOURTH SEMESTER

Course Code	Title of the Course
32042	**AMERICAN LITERATURE**

Learning objectives:

1. To introduce the students to the literary works of the major American writers of the 19th and 20th centuries so as to enable them to understand the American life and culture against the background of American history.

2. To provide the learners a knowledge of different aspects of American Literature, the stimulus and inspiration it has received from the literature of England and the literary forms, conventions and traditions it has inherited from the past literature of England and Europe.

Prose

Unit – I	- Edger Allan Poe	: The Philosophy of Composition
Unit – II	- Thoreau	: Civil Disobedience
Unit – III	- Henry James	: The Art of Fiction

Poetry

Unit – IV	- Edgar Allan Poe	: The Raven
Unit – V	- Walt Whitman	: When Lilacs Last in the Dooryard Bloomed
Unit – VI	- Emily Dickinson	: Because I Could Not Stop for Death, I Taste Liquor Never Brewed
Unit – VII	- Robert Frost	: Mending Wall, Road Not Taken

Fiction

Unit – VIII	- Mark Twain	: Adventures of Tom Sawyer
Unit – IX	- Toni Morrison	: Sula
Unit – X	- Bernard Malamud	: The Assistant

Unit – XI   **-** Richard Wright   : Native Son

              Drama

Unit – XII   **-** Arthur Miller   : Death of a Salesman

Unit – XIII **-** O' Neill   : The Hairy Ape

Unit – XIV   **-** Tennessee Williams   : Cat on a Hot Tin Roof

References:

1. William J Fisher Ed.: American Literature of the Nineteenth Century.

2. William J Fisher Ed.: American Literature: 1890-1965.

3. Spiller: Literary History of the United States.

4. Edward H Davidson: Poe: A Critical Study.

5. Richard Chase: Emily Dickinson.

6. J. M. Cox: Robert Frost: A Collection of Critical Essays.

7. F. I. Carpenter: Emerson Handbook.

8. G. Wilson: Walt Whitman Handbook.

9. G. Bellamy: Mark Twain as a Literary Artist.

10. Baker: Ernest Hemingway.

FOURTH SEMESTER

Course Code	Title of the Course
32043	**INTRODUCTION TO LINGUISTICS**

Learning objectives:

1. To expose students to the origin, history and evolution of the English Language.
2. To make them understand the development of an obscure Germanic dialect to a global language.

Unit – I   - Descent of English Language: Place of English in Indo-European Family of Languages

Unit – II   - Word Making in English – Changes in the Meaning of Words

Unit – III   - Law – Verner's Law – Spelling Reform

Unit – IV   - Spelling Reform

Unit – V   - Foreign Elements in English

Unit – VI   - Makers of English

Unit – VII   - American English - Standard English

Unit – VIII   - Speech Mechanism – Cardinal Vowels – Definition & Classification of Diphthongs & Vowels – Accent, Rhythm

Unit – IX   - Word Stress, Sentence Stress. Intonation – Elision & Assimilation; Juncture

Unit – X   - Received Pronunciation – General Indian English – Phonetic Transcription & Phonemic Transcription

Unit – XI   - Linguistics – What is Linguistics – Uses of Linguistics in Language Teaching

Unit – XII   - Animal Communication and Human Language – Language Varieties – Psycho-Linguistics, Socio-Linguistics

Unit – XIII   - Traditional Grammar; Basic Sentence Patterns – Structural View of Grammar – IC Analysis – P.S. Grammar – T.G. Grammar

Unit – XIV   - Theories of Semantics: Semantics, Pragmatics & Discourses

References:

1. F.T. Wood: An Outline History of English Language.
2. C. L. Wren: History of English Language.
3. Daniel Jones: Cambridge English Pronouncing Dictionary.
4. D.V. Jindal & Pushpinder Syal: An Introduction to Linguistics.
5. A.C. Bough. A History of English Language.

FOURTH SEMESTER

Course Code	Title of the Course
32044	ENGLISH LANGUAGE TEACHING - THEORY AND PRACTICE

Learning objectives:

1. To make the students understand the importance of teaching English.
2. To make the students understand the methods and approaches of teaching English.
3. To acquaint student with the history of the English Language.

Unit – I   Importance of English in India – English Being an official Language Administration – Link Language – Library Language – Scope of English in India – Functions

Unit – II   Pedagogical Analysis of English Teaching - Meaning – Characteristics – Aspects

Unit – III   Principles of Language Teaching – Linguistic Principles – Concept of Linguistics

Unit – IV   Methods of Teaching English – Grammar cum Translation Method- Direct Method – Substitution Method – Bilingual Method

Unit – V   Approaches of Teaching English – Structural Approach – Situational Approach – Oral Approach – Audio Lingual Approach

Unit – VI   Teaching of English Prose – Definition – Characteristics – Objectives - Methods

Unit – VII   Teaching of English Poetry – Definition – Characteristics –Importance - Advantages – Procedures

Unit – VIII Teaching of English Grammar – Characteristics – Objectives – Types – Methods

Unit – IX   Team Teaching and Teaching of English – Procedure – Suggestions - Advantages

Unit – X   Lesson Planning – Importance – Characteristics – Preparation of Lesson Plan of a Prose, Poetry and Grammar lesson

Unit – XI   Instructional Materials – Audio-Visual Teaching Aids - Advantages

Unit – XII   Programmed Instructional Material – Concept – Linear Programme – Branching Programme – Construction of Achievement – Advantages of Self- Instructional Material

Unit – XIII Development of Creativity through English Teaching- Approaches – Development – Reading – Composition Writing

Unit – XIV Concept of Evaluation – Concept of Test and Examination – Importance – Characteristics – Types

References:

1. Barbara Sang. *Modern English Structure*.
2. Palmer. *Grammar*.
3. Daniel Jones. *An Introduction to English Pronunciation of English*.
4. Gimson. *An Introduction to Pronunciation of English*.
5. F.T. Wood. *History of English Language*.
6. Richards and Rogers. *Approaches and Methods of Teaching English*.
7. Jack C.Richards & Theorde S.Rodgers. *Approaches and Methods in Language Teaching*.
8. Harria David. P *Testing English as Second Language*.
9. Howatt.AP.R.*A History of English Language Teaching*.
10. Little word, W.T. *Communicative Language Teaching*.

e. 3. *Duration of the Programme***:**

The programme for the degree of M.A. English consists of two academic years divided in to four semesters. Each semester consist of four Theory Papers. Theory course carry 4 credits each. Each semester consist of 16 credits.

e. 4. *Faculty and Support Staff Requirements***:**

The programme for the degree of **M.A. English** requires following faculty and supporting staff:

Staff Category	Required
Core Faculty	3
Faculty for Specialization	2
Clerical Assistant	1

e. 5. *Instructional Delivery Mechanisms***:**

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for theory programme, e-content of the study materials in the form of CD.

e. 6. *Identification of Media***:**

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material.

e. 7. *Student Support Services***:**

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counseling about the programme including curriculum design,

mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issue of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for theory will be held at the head quarter it's approved Learning Centres. The conduct of end-semester examinations, evaluation and issue of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation:

f. 1. *Procedure for Admission***:**

A candidate who has passed any U.G degree from recognized University with English as a subject accepted by the Syndicate as thereto shall be eligible to appear and qualify for the M.A. English Degree of this University after a course of study of four academic years.

f. 2. *Curriculum Transactions***:**

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses (4 courses with 4 credits each)	64
Total	**64**

f. 3. *Evaluation***:**

The evaluation shall be conducted for theory to assess the knowledge acquired during the course of study. There shall be two systems of evaluation viz., internal assessment and end semester examinations.

In the case of theory courses the internal evaluation shall be conducted as Continuous Internal Assessment viz. student assignment preparation. The internal assessment shall comprise of maximum 25 marks for each subject. The end semester examination shall be of three hours duration to each course at the end of each semester. The end semester examinations shall comprise of maximum of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

f. 3.1. *Question Paper Pattern***:**

Answer all questions (one question from each unit with internal choices Time: 3 Hours Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

f. 3.2. *Distribution of Marks in Continuous Internal Assessments***:**

The following procedure shall be followed for awarding internal marks for theory courses

Component	Marks
Assignments (5 questions per Course)	25
Total	**25**

f. 3.3. *Passing Minimum***:**

The candidate shall be declared to have passed the examination if the candidate secures a minimum of 50% (50 marks out of 100 marks) in the University end semester examination. Then the total marks secured by the candidate will be taken and added with his/her internal marks (Maximum marks 25).

Candidate who does not obtain the required minimum marks for a pass in a course shall be required to appear and pass the same at a subsequent appearance.

f. 3.4. *Marks and Grades*:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester

G_i = Grade Point obtained for course i in any semester.

n refers to the semester in which such courses were credited

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

> Grade Point Average = $\dfrac{\text{Sum of the multiplication of grade points by the credits of the courses}}{\text{Sum of the credits of the courses in a semester}}$

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

> CGPA = $\dfrac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses for the entire programme}}$

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. *Maximum duration for the completion of the course*:

The maximum duration for completion of M.A. English Degree programme shall not exceed ten semesters from their fourth semester.

f. 3.6. *Commencement of this Regulation*:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.		Nature of Fee
		First Year	**Second Year**	
1	Admission Processing Fee	300.00	-	Non- Refundable
2	Course Fee	5000.00	5000.00	Non- Refundable
3	ICT Fee	150.00	150.00	Non- Refundable
	TOTAL FEES	5450.00	5150.00	Non- Refundable

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

Directorate of Distance Education, Alagappa University, Karaikudi housing an excellent Library facility with adequate number of copies of books in relevant titles for M.A. English programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

The cost estimate of the programme and provisions for the fund to meet out the expenditure to be incurred in connection with M.A. English Programme as follows:

Sl. No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development (Single Time investment)	**10,00,000**
2	Programme Delivery (Per Year)	**20,00,000**
3	Programme Maintenance (Per Year)	**3,00,000**

i. Quality assurance mechanism and expected programme outcomes:

i. 1. *University Moto*:

'Excellence in Action'

i. 2. *University Vision Statement***:**

Achieving Excellence in all spheres of Education, with particular emphasis on **"PEARL"-** Pedagogy, Extension, Administration, Research and Learning.

i. 3. *University Objectives***:**

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.

2. Fostering Research for the Advancement and Dissemination of Knowledge

i. 4. *University Quality Policy***:**

Attaining Benchmark Quality in every domain of **'PEARL'** to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skilful execution.

i. 5. *University Quality Quote***:**

Quality Unleashes Opportunities Towards Excellence **(QUOTE)**

i. 6. *Programme's Review Mechanism***:**

The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skilful execution of the course of the study. The ultimate achievement of M.A. English programme of study may reflect the gaining of knowledge and skill in language and literature. Gaining of knowledge in language and literature may help the students to get new job opportunities, upgrading their position not only in employment but also in the society, make students feel thirsty to achieve in the fields associated with the discipline- English Language, achieving in competitive examinations on the subject- English Language, etc.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also the feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the M.A. English Programme.

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN ENGLISH (DDE) HELD ON 17.06.2017 AT 10.00 a.m. IN THE DEPARTMENT OF ENGLISH, ALAGAPPA UNIVERSITY, KARAIKUDI.

Members Present

1. Dr. V. Vinod Kumar	- Chairman
2. Dr. P. Jeyapriya	- Member
3. Dr. V. Nagarajan	- Member
4. Dr. P. Madhan	- Member
5. Dr. S. Valliammai	- Member
6. Dr. KS. Dhanam	- Special Invitee

The chairman of the Board Dr. V. Vinod Kumar, welcomed the members.

1. Board of Studies in English has thoroughly discussed the B.A.,(English), MA.,(English) and common language papers(Part-I and Part-II) syllabus and made necessary changes and made corrections in the existing syllabus of all the above said programmes.

2. The corrected syllabus is enclosed herewith.

Dr.V.Vinod Kumar   Dr.P. Jeyapriya   Dr.V. Nagarajan

Dr. P. Madhan   Dr. S. Valliammai   Dr. KS. Dhanam

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ALAGAPPA UNIVERSITY

Accredited with A+ Grade by NAAC (CGPA 3.64) in the Third Cycle
Karaikudi – 630003. TamilNadu, INDIA

Directorate of Distance Education

PROGRAMME PROJECT REPORT

for

Master of Arts (History)

Submitted to

UGC, Distance Education Bureau (DEB),
New Delhi

for seeking approval to introduce programme through Distance Education Mode

TABLE OF CONTENTS

ALAGAPPA UNIVERSITY, KARAIKUDI
DIRECTORATE OF DISTANCE EDUCATION

PROGRAMMME PROJECT REPORT

Master of Arts (History)

(a) Programme's Mission and Objectives

Mission

Mission is to promote the values and ideals of humanism, secularism, socialism and democracy and impart employability and creativity to the Post graduate students and lives up to the standards of history field.

Programme Objectives:

- ✓ To understand students to ancient to modern trends in history.
- ✓ To promote an understanding of the processes of change and development through human societies have evolved to their present condition growth.
- ✓ To develop an appreciation of the contributions made by various cultures to the total heritage of mankind.
- ✓ To know the common roots of human civilization.
- ✓ To foster the Identify the need and develop the various cultures to the society.
- ✓ To encourage the student to understand that all are equal irrespective of sex, creed, language, etc.
- ✓ To classify the countries and wealth for the betterment of the individual and society.

Programme Outcome:

- ✓ To acquire the cultural knowledge and develop in problem solving in the specific field
- ✓ To widen the ability knowledge from all historical sources.
- ✓ To advanced studies of human society directly bearing on man's activities in related area.
- ✓ To find out new truths about human relationships soas to contribute to social utility and advancement of knowledge.
- ✓ To prepare the students to pursue higher studies in history or related disciplines and to work in the fields of teaching and research.

(b) Relevance of the program with HEI's and Alagappa University Mission and Goals

This programmeis aligned with HEI's and Alagappa University mission and goals to be offered through distance mode to reach quality higher education to the unreachable and/or rural learners. Higher education in History offered through distance mode meets the mission of HEI's like civilized India and peaceful transaction will enrich the Human resources for the uplift of the nation.

(c) Nature of prospective target group of learners

The nature of prospective target group of learners is graduates from various disciplines like Arts, Science, Management, Professional and Engineering etc. It also includes the learners who want to become employerlike Government, Private and Individuals etc.,

d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence;

M.A. (HISTORY) Programme through Distance Learning mode is developed in order to give subject-specific knowledge from all the subjects. i) Knowledge about various kinds of nations and languages ii) Principles of Rulers and their achievements to the people through the era. Update events from the policy making internal and external relations the nations.

(e) Instructional Design

e.1 Revisions of Regulation and Curriculum Design

1. The University reserves the right to amend or change the regulations, schemes of examinations and syllabi from time to time based on recent competitive exams developments, research and feedback from learners.

2. Each student should secure 64 credits to complete M.A (HISTORY). Programme.

3. Each theory and assignments course carries 4 credits with 75 marks in the University End Semester Examination (ESE) and 25 marks in the assignments.

Programme code

| M.A. (HISTORY) | 321 |

M.A.(HISTORY) COURSE OF STUDY & SCHEME OF EXAMINATIONS

S.No	Subject Code	Title of the course	INTERNAL Marks Max.	ESE Marks Max.	Total Marks Max.	C
		FIRST YEAR				
		I SEMESTER				
1	32111	Indian Civilization and Culture Up to 1206 A.D.	25	75	100	4
2	32112	Tamil Civilization and Culture Up to 1336 A.D.	25	75	100	4
3	32113	Indian Administration	25	75	100	4
4	32111E1	Principles and Methods of Archaeology	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		II SEMESTER				
5	32121	Indian Civilization and Culture From 1206 to 1707 A.D.	25	75	100	4
6	32122	Tamil Civilization and Culture From 1336 to 1947 A.D.	25	75	100	4
7	32123	History of Europe, From 1789 to 1945 A.D.	25	75	100	4
8	32124	History of the Far East From 1840 A.D. to 1945 A.D.	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		SECOND YEAR				
		III SEMESTER				
9	32131	History of India From 1707 to 1947 A.D.	25	75	100	4
10	32132	Contemporary Tamil Nadu Since 1947 A.D.	25	75	100	4
11	32133	Contemporary World Since 1945 A.D	25	75	100	4

12	3213E2	Tourism and Cultural Heritage of India	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		IV SEMESTER				
13	32141	Contemporary India Since 1947 A.D.	25	75	100	4
14	32142	Intellectual History of Tamil Nadu	25	75	100	4
15	3214E3	Environmental History	25	75	100	4
16	3214E4	Women's Studies	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		Grand Total	**400**	**1200**	**1600**	**64**

CIA : Continuous Internal Assessment **ESE :** End semester Examination **Max**. Maximum Marks;
C: Credits

Course Code Legend:

3	2	1	S	C

321 – Programme code for Master of Arts (M.A. (HISTORY) S
    -- Semester Number
C   – Course Number in the Semester

e.2 Detailed Syllabi

The detailed Syllabi of study and shall be as shown in Appendix.

e.3. Duration of the Programme:

The M.A. (HISTORY) programme shall consist of a period of two years (Four Semesters).

e.3.1. Medium of Instruction

The medium of instruction is in **English and Tamil**
The course material is in **English and Tamil**

Faculty and Support Staff Requirements:

The following faculty and support staff is required for this programme.

S.N2o	Staff Category	Required
1	Core Faculty*	3

| 2 | Faculty -Specialization | 2 |
| 3 | Clerical Staff | 1 |

* Faculty at least in Assistant Professor Level

e.4. Student Support Services

The student support services will be facilitated by the Directorate of Distance Education, Alagappa University, Karaikudi and its approved learning centres lo cated in various parts of TamilNadu.

The pre-admission student support services like counseling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at Directorate of Distance Education or Learning centres.

The post-admission student support services like issuing Identity card, study materials will be provided thru Directorate or Learning centres. The face to face contact sessions of the programme for theory will be held at the Directorate or Learning centres.

The student support regarding the conduct of examinations, evaluations, publication of results and certificates are done by Office of the Controller of Examinations, Alagappa University, Karaikudi.

f. Procedure for Admission:

f.1 Minimum qualification for admission

Candidates for admission to the Master of Arts (M.A.(HISTORY) programme shall be required to have passed any degree of any Recognized University or authority accepted by the Syndicate of the Alagappa University as equivalent thereto shall be eligible.

f.2 Curriculum transaction

- The face to face contact sessions in class room teaching with the support of SLM, Power Point Presentations, web based tools, audio and animated videos.
.
- Face to face contact sessions will be conducted in the following manner.

Course Type	Face to face contact session per semester (in Hours)
Theory courses (4 Courses with 4 credits each) 16 hours per course	64
Total	**64**

f.3 Evaluation

There shall be two types of evaluation systems; internal assessment and end semester examination will be conducted by the University according to the following scheme. The maximum marks for the internal assessment for theories is 25 marks. The maximum marks for end semester examination is 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

Internal assessment

- Internal assessment of theory courses is through home assignment with workbook, case studies, review questions, quiz, multiple choice questions etc., for 25 marks.
- Student should submit assignment for theory courses of every course and semester.

End Semester Examination (ESE)

The university end Semester Examinations shall be of three hours duration with maximum of 75 Marks for theory courses.

f.3.1 Minimum for a pass:

To pass in each course, a candidate is required to secure 50% marks in the end Semester examination (maximum marks 75) 50% marks in the aggregate (marks in Semester Examination + marks in Internal Assessment)(maximum marks 100).

The student who does not secure required minimum marks for pass in a course(s) shall be required to reappear and pass the same in the subsequent examination.

f.3.2 Question Paper Pattern - Theory

The end semester examination will be conducted in the duration of 3 Hours and maximum of 75 Marks.

Answer ALL questions

Equal weight age should be given to all units

Part – A (10 x 2 Marks: 20 Marks)

Part – B (5 x 5 Marks: 25 Marks) (Internal Choice)

Part – C (3 x 10 Marks: 30 Marks) (Answer any 3 out of 5 questions)

f.3.3 Procedure for Completing the Course:

A student shall be permitted to continue the programme from I to IV semester irrespective of failure(s) in the courses of the earlier semesters. The candidate will qualify for the M.A (HISTORY) degree only if he/she passes all the (including arrears) courses with in a period of FIVE years from the date of admission.

f.3.4 Results and Classification:

Results will be declared at the end of each semester of the University examination and the marks/grade obtained by the candidate will be forwarded to them by the Controller of Examinations, Alagappa University.

f.3.4.1 Marks and grades

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
96-100	10.00	S+	First class – Exemplary
91-95	9.5	S	
86-90	9.0	D++	First class – Distinction
81-85	8.5	D+	
76-80	8.0	D	
71-75	7.5	A++	First Class
66-70	7.0	A+	
61-65	6.5	A	
56-60	6.0	B	Second Class
50-55	5.5	C	
Below 50	0.0	F	Fail
ABSENT	0.0	AAA	Absent

For a semester

Grade Point Average [GPA] = $\sum C_i G_i / \sum C_i$

GPA = Sum of the multiplication of Grade points by the credit of the courses Sum of the credit of the courses in the semester

= Sum of [Credit earned x Grade Points]
Sum of the credits earned in the semester

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For the entire programme

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

= sum <u>of the multiplication of grade points by the credits of the entire programme</u>
$\qquad$ Sum of the credits of the courses for the entireprogramme

Where

$C_{i\text{- Credits}}$ earned for the course i in any semester

G_{i-} Grade Point earned for course i in any semester

n - is number of all Courses successfully cleared during the particular semester in the case of GPA and during all the semesters (programme) in the case of CGPA.

CGPA	Grade	Classification of Final Result
9.6 – 10.00	S+	First class – Exemplary*
9.1 –9.5	S	
8.6 –9.0	D++	First class with Distinction*
8.1 –8.5	D+	
7.6 –8.0	D	
7.1 –7.5	A++	First Class
6.6 –7.0	A+	
6.1 –6.5	A	
5.6 –6.0	B+	Second Class
5.0 – 5.5	C	
Below 5.0	U	Reappear

* The candidates who have passed in the first appearance and within the prescribed semester

f.4Fees Structure:

Fee Particulars	Amount in Rs.	
	First Year	**Second Year**
Admission Processing Fees	300	--
Course Fees	5000	5000
ICT fees	150	150
Total Fees	**5,450**	**5,150**

The above mentioned fees structure is exclusive of examination fees.

g. Library Resources

The Directorate of Distance Education, Alagappa University provides library facility with number of booksM.A.Historyprogrammes. The Central library of Alagappa University provides the collection of Printed books, Subscriptions to printed periodicals form for the learner's references. All these library resources are meant for learner's reference purpose only.

(i) Cost estimate of the programme and the provisions:

Expense details	Amount in (Rs.) Approx.
Programme development (Single time)	10,00,000/-
Programme delivery (per year)	20,00,000/-
Programme maintenance (per year)	3,00,000/-

i) Quality assurance mechanism and expected programme outcomes:

i.1 University's Moto:

'Excellence in Action'

i.2 University's Vision and Mission

Vision

Achieving Excellence in all spheres of Education, with particular emphasis on ' PEARL' - Pedagogy, Extension, Administration, Research and Learning.

Mission

Affording a High Quality Higher Education to the learners so that they are transformed into intellectually competent human resources that will help in the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

i.3 University Objectives

1. Providing for instructions and training in such branches of Learning at the university may determine.

2. Fostering Research for the Advancement and Dissemination of Knowledge and Application.

i.4 Quality Policy

Attaining Benchmark Quality in every domain of 'PEARL' to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i.5 Quality Quote

Quality Unleashes Opportunities Towards Excellence (QUOTE).

i.6. Course benchmarks

The benchmark qualities of the programmemay be reviewed based on the performance of students in their end semester examinations and number of enrolments of students. Feedback from the alumni, students, parents, stakeholders and employers will be received to analyze the benchmark qualities for the further improvement of the programme.

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APPENDIX

DETAILED SYLLABI
FIRST YEAR
SEMESTER I

Course Code	Title of the Course
32111	**Core – I** – Indian Civilization and Culture Up to 1206 A.D.

Course Objects:

☐ To understand the civilization and culture
☐ To know about various nations civilization and culture
☐ To understand the important of civilization and culture development

Course Outcome:

☐ To know the trends of Indian Civilization and Culture from during Past and Present

Unit - I

Meaning of Civilization and culture– Various Sources – Pre-historic Culture –Palaeolithic Ages, Mesolithic Ages and Neolithic Ages.

Unit - II

Socio – Economic and culture of Indus valley Civilization – Socio – Economic condition of Ancient Tamil Civilization.

Unit - III

Early Vedic Period and Later Vedic Period – Caste System –Varnashrama Dharma.

Unit - IV

Rise of New Religions – Causes – Contribution of Jainism to Indian Culture –Mahavira and his teaching.

Unit - V

Budhha and his teaching – Contribution of Buddhism to Indian Culture.

Unit - VI

Persian and Greek Invasions and their Impacts – Alexander the Great.

Unit - VII

Mahajanapadas– Rise of Magadha – Culture and Civilization during the Mauryan Ages.

Unit - VIII

Kautilya'sArthasatra–Ashoka the Great – Asoka's Dhamma– Spread of Buddhism.

Unit - IX

Buddhist Conferences – Cultural Contributions of Sungas–Pushyamithrasungan.

Unit - X

The Age of the Kushanas–Kanishka– Mahayana Buddhism – The Kushanas Art and Architecture.

Unit -XI

Socio – Economic Condition – Art and Culture of Guptas– Golden Age of Gupta.

Unit - XII

Indian Culture during the period of Harshavardhana– TheRajputs– Theories of their origin – Socio, Economic and Cultural Conditions.

Unit - XIII

The Arab Conquest of Sind – Spread of the Arabic Culture in India – Conquest of Mohamed Gazni.

Unit - XIV

Mohamed Ghor– Socio – Economic and Cultural Condition – Impact of the Turkish Invation.

Books for Reference:

1. Basham. A.L.   -   The Wonder that was India.
2. Bhanderkar R.G.   -   Cambridge History of India, Vol.I.
3. Arnold J. Toynbee   -   Study of History.
4. Percy Brown,   -   Indian Architecture.
5. Luniya B.N.   -   Evolution of Indian Culture.
6. Sathianathaier R.   -   A Political and Cultural History of India, Vols. I & II.
7. SrinivasIyengar. P.T. -   Life in Ancient India.

8. Swain. J.E.   -   History of World Civilizations.

9. Sripathi. R.S.   -   History of Ancient India, Upto 1200 A.D

10. Majumdar. R.C.   -   An Advanced History of India.

11. Vincent. A.Smith   -   The Oxford History of India.

12. Koasambi. D.D.   -   The Culture and Civilization of Ancient India.

13. Srivastava . A.L.   -   The Sultanate of Delhi.

14. Mahajan .V.D   -   History of Ancient India

15. Majumdar.R.K&

Srivastva.A.N   -   Indian History from Earliest Times to 1526 A.D

16. Venkatesan.G   -   History of India (3000 BC to 1757 A.D)

17. VenkataRaman .T.K   -   A History of India upto 1206 A.D.

18. Sathianathaier .R   -   A Political and Cultural History of India – Vol.I

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Course Code	Title of the Course
32112	**Core – II** – Tamil Civilization and Culture Upto 1336 A.D.

Course Objectives:

☐ To know an overview of sources from Geographical,Archaeological,Literary and Foreigner Diary

☐ To understand Paleolithic, Neolithic, Megalithic, SangamAge,invasionKalabhras,Pallavas, Bhakthi movement,Pandyas and Chola rulers.

☐ To formation of Sultanate and Cultural centers in TamilNadu.

Course Outcome:

To knowledge the Tamil Culture, Rulers from various period, invasion from internal and external Personalities and located the Heritage centers in Tamil Nadu.

Unit - I

Geographical features of Tamilnadu - Sources – Archaeological Sources – Literary Sources – Foreigner   Diary.

Unit -II

Palaeolithic Culture – Neolithic Culture – Megalithic Culture.

Unit - III

Sangam Age and Classical Literature – Tamil Powers of the Sangam Age – Socio – Economic and Religious Condition.

Unit - IV

The Age of Kalabhras– Sources and Information – Spread of Jainism and Buddhism in Tamilagam Legacy of the Kalabhras.

Unit -V

Origin of Pallavas– Sources of Information – Early Pallavas– The Great Pallavas–Pallava–Chalukya Conflict.

Unit -VI

Emergence of the Pallavas– Socio – Economic Condition – Art and Architecture of the Pallavas

Unit - VII

Genesis of Bhakthi Movement – Causes –Bhakthi Saints –Saivism– 63 Nayanmars–Appar– Sambandar–Sundarar and Manikavasagar–Devaram–Thiruvasagam.

Unit - VIII

Vaishnavism– TwelveAlvars–Nalayirathivyaprabandam–Thirupavai–Saivasiddhanta Agamas.

Unit - IX

Pandyas of Madurai – Early Pandyas– Socio – Economic and Cultural Contribution.

Unit - X

Emergence of Chola Empires –Parantaka I – Raja Raja I –Rajendra I –Kulothunga I – Socio – Economic and Religious Condition – Art and Architecture.

Unit - XI

Emergence of later Pandyas–JatavarmaSundara Pandya I –MaravarmanKulasekar Pandya – Visit of Marcopolo– Socio Economic and Religious condition – Art and Architecture.

Unit - XII

Formation of Madurai Sultanate – Socio – Economic and Cultural conditions during this period.

Unit - XIII

Cultural Heritage Centres of Tamil Nadu –Mamallapuram–Kancheepuram, Thanjavur–Darasuram.

Unit - XIV

Gangaikondacholapuram–Sittannavasal–Pillayarpatti, Kudumiyanmalai– Madurai - Rameswaram.

Books for Reference:

1. .KrishnaswamyAiyangar. S - South India and the Muhamadan Invasions
2. ChampakaLekshmi (ed). - The State in Pre-Colonial South India
3. Jeyapalan .N - Social and cultural History of Tamil Nadu
4. Srinivasa Iyyengar.PT. - History of the Tamils
5. KarashimaR.Noboru, - South Indian History and Society
6. Mahalingam. T.V. - Readings in South Indian History
7. Mahalingam T.V. - Administration & Social Life under
   Vijayanagar
8. Minakshi. - Administration & Social Life under the
   Pallavas
9. Devanesan .A - History of Tamil Nadu (upto 1995 A.D)
10. Pillay K.K. - A Social History of the Tamils
11. Pillay K.K. - History of India, with Special Reference to Tamil Nadu
12. Rajayyan.K. - History of Tamil Nadu, 1565 to the Present
    Day
13. Raman, K.V. - Some Aspects of Pandyan History in
    the   of Recent Discoveries Lights
14. Nilakanta, Sastri, K.A - The Pandya Kingdom
15. NilakantaSastri. K.A. - A History of South India
16. NilakantaSastri K.A. (ed) - Foreign Notices of South India
17. Sathinathaier.R - History of Thondaimandalam
18. Srinivasan. K.R. - Temples of South India
19. Subrahmanian. N. - Sangam Polity
20. Subrahmanian. N. - History of Tamil Nadu
21. Krishnaswami. A - Topics in South Indian History upto 1565 A.D
22. Subramanian .N - Social and cultural History of TamilNadu (up to 1336AD)

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M.A., Credit Based Curriculum and Evaluation System

Course Code	Title of the Course
32113	**Core – III –** Indian Administration

Course Objectives:

- ☐ The learner should be well versed with the fundamentals of Maurya ,Chola period,
- ☐ To learn various British structures, should be able to during development of States.
- ☐ Also, the learner should know different District formation and Administration.

Course Outcome:

- ☐ After the completion of this course, the student will able to
- ☐ To knowledge structures, formation of Acts of British rulers.
- ☐ To understand the past and present scenario of India

Unit - I

Evolution of Indian Administration upto 1858 A.D: Maurya period – Gupta period –

Unit -II

Chola period – Delhi Sultanate period – Mughal Period.

Unit - III

British period till 1858 – Regulating Act – Nature of Administration.

Unit - IV

Indian Administrative System between 1858- 1947: Indian Administration under the Act of 1909 and 1919.

Unit - V

Development of Indian Administration under the Govt .of India Act of 1935

Unit - VI

Improvement measures in Indian Administration – Indian Independence Act of 1947- Legacy of British to Indian Administration.

Unit - VII

Indian Administration After 1947 : Frame work of Indian constitution – Union and State Administrative Relations

Unit - VIII

Parliamentary Democracy – Administration of Union Territories Fundamental Rights.

Unit - IX

Directive Principles of State Policy- National Emergency and Indian Administration.

Unit - X

Structure of Central Administration: President- Prime minister and council of ministers. Cabinet committees.

Unit - XI

Central Secretariat – Chief Secretary - Public Services – All India Services.

Unit - XII

Civil services- Union Public Service commission – Recruitment methods – Training for civil servants.

Unit - XIII

Structure of State Administration : Governor – Chief minister - Council of ministers - secretariat – Chief secretary- Directorates – State Public Service Commission.

Unit - XIV

District Administration – Rural Administration - Lok Pal, LokAyuktas – Contemporary challenges – Administrative Reforms in India.

Books for Reference:

1. HansRaj	-	Indian Administration
2.Padma Rama Chandran	-	Public Administration in India
3.Hoshiar Singh and Pardeepsachdeva	-	Administrative Theory
4.Venkatesan.G	-	Public Administration
5.Polinaidu .S	-	Public Administration
6.Sachdeva. D.R and Dua B.D.	-	Studies in Indian Administration.
7. Maheshwari S.R.	-	Local Government in India
8. Aslam. M	-	Panchayati Raj in India

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M.A., Credit Based Curriculum and Evaluation System

Course Code	Title of the Course
32111E1	Principles and Methods of Archaeology

Course Objectives

□ To be able to use methods of Archaeology and data structure
□ To learn and important of excavation techniques
□ To introduce the new thoughts and compare the present situations.

Course Outcome

□ Students can develop Archaeology knowledge/
□ Students can analyses any kind of sources
□ Data Structure and how to handle preserve

Unit - I

An Introduction of Archaeology: Meaning – History and Archaeology – Pre-historic and Historic Archaeology.

Unit - II

Kinds of Archaeology –Excavation and Exploration – Cultural and Historical Context.

Unit - III

Henri Schliemann – Thompson – Development of New Archaeology.

Unit - IV

Archaeology in India : The Asiatic Society – Sir William Jones – James Princep.

Unit - V

Colin Meckenzie - Alexander Cunningham – Ancient Monuments Preservation Act - Archaeological Survey of India

Unit - VI

Sir John Marshall – Sir Mortimer Wheeler – Robert Bruce Foote- Mohenjadaro, and Harappa Excavations- Dwaraka Excavations.

Unit - VII

Archaeology in Tamilnadu : Pre historic sites – Arikkamedu – Adichchanallur.

Unit - VIII

Uraiyur – Kaverpoompattinam.

Unit - IX

Mohanur – Pallavaram – Kodummal - Keezhdi.

Unit - X

Excavation Methods: Site Survey – Geological Survey – Horizontal Excavation – Burial Excavation - Archaeological Recording.

Unit - XI

Land Survey – Topographical Survey – Stratigraphy and its importance.

Unit - XII

Three Dimensional Recording – Drawing – Ariel Photography – Cataloguing – Conservation Methods.

Unit - XIII

Dating Methods: Relative Dating – Absolute Dating – Radio Carbon Dating (C14 Dating)– Dendrochronology – Thermoluminiscence.

Unit - XIV

Archaeomagnetism –Potassium Test – Argon Method – Fluorine Test – Nitrogen Test – Pollen Test.

Books for Reference:

1. Philip. Barkar. - Techniques of Archaeological Excavation
2. Colin Renfrew, - Archaeology   Theories, Methods and Practices
3. Gamble Clive. - Archaeology: The Basics
4. Daniel, Glyn E. - A Hundred and Fifty Years of Archaeology
5. Harris, Edward C. - Principles of Archaeological Stratigraphy
6. Rajavelu.S. - Archeological Excavations in TamilNadu.
7. Venkatraman.R. - Indian Archaeology.
8. Raman, K.V. - Principles and Methods of Archaeology
9. Rajan.K., - Archaeology: Principles and Methods
10. Robert J Sharer &
Wendy Ashmove - Fundamentals of Archaeology

11. Trigger. G, Bruce, - A History of Archaeological Thought
12. Ekambaranathan .A
&Ponnusami.R - Principles and methodsof Archaeological Excavation
(Tamil)

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SEMESTER II

Course Code	Title of the Course
32121	**Core – IV –** Indian Civilization and Culture From 1206 to 1707 A.D.

Course Objectives:

- ☐ To enable the students to learn the basics of Civilization and Culture skills, aptitude.
- ☐ To improve the civilization and Culture during the various dynasties
- ☐ To enable the students to Art and Architecture
- ☐ To understand the rivals and Marathas formation

Course Outcome:

- ☐ Understood the basics of culture and work
- ☐ Acquired knowledge in civilization
- ☐ Know about the various rulers and social thoughts
- ☐ Art and Architecture presentations
- ☐ Engage in religious policy
- ☐ Rivals from other religion
- ☐ Participate in Religious harmony functions.

Unit - I

Delhi Sultanate: Slave, Khilji, Tughluq, Sayyid and Lodi dynasties and their cultural contributions.

Unit - II

Indo-Islamic culture – Administration of the Delhi sultanate – Socio- Economic and Religious condition.

Unit - III

Art and Architecture under the Sultanate – Mongol and Timur Invasions and their results – Decline of the Delhi Sultanate.

Unit - IV

Bhakti Movement: Religious Reformers – Ramanand-Kabir-Guru Nanak.

Unit - V

Chaitanya –Mirabai - Results of Bhakti Movement.

Unit - VI

Sufism – Rise of the Sikhs - Sikhism and its impact.

Unit - VII

Vijayanagar and BahminiKingdoms : Glories of Vijayanagar and Bahmini rulers.

Unit - VIII

Art and Architecure under Vijayanagar and Bahmini rulers - Decline of Vijayanagar Empire.

Unit - IX

The Mughal Dynasty: Babur – Humayun – Akbar.

Unit - X

Jahangir – Shahjahan – Aurangzeb – their cultural contribution.

Unit - XI

Socio- Economic condition – Mughal Administration - Mughal Art and Architecture.

Unit - XII

Din-ilahi and its significance – Religious Policy of the Mughal rulers and its impact in India – The decline of the Mughal empire.

Unit - XIII

Revival of Hindu rule under Shivaji : contact with the Mughals and its Impact – Administration - Socio – Economic.

Unit - XIV

Religious condition – Art and culture under the Marathas.

Books for Reference:

1. Majumdar R.C.   -   An Advanced History of India.
2. Percy Brown   -   Indian Architecture.
3. Luniya B.N.   -   Evolution of Indian Culture.
4. Sathianathaier R -   Political and Cultural History of India.
5. Robert Sewell   -   The Forgotten Empire
6. Jadunath Sarkar -   Shivaji and His Times.
7. Iswari Prasad   -   The Short History of the Muslim Rule in India.

8. Lane Pool	-	Babur
9. Naqui H.K.	-	History of the Mughal Government and Administration.
10. Sharma.S.R.	-	Mughal Empire in India.
11. Venkatesan .G-		History of India (3000 BC -1757 A.D)
12. Irfan Habib.	-	Researches in the History of India.
13. Khurana.K.L	-	Medieval India(1000- 1761 A.D)
14. Sathianathaier .R	-	A Political and cultural History of of India Vol .II (Medieval India)

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Course Code	Title of the Course
32122	**Core – V** – Tamil Civilization and Culture From 1336 to 1947 A.D.

Course Objectives:
- To understand the fundamentals source from various records
- To make a study of Saivism and Vaishnavism and Vadakalai ,Tenkalai
- To know aboutNayaks, Administration Poligari system and Caste division reasons
- To impart knowledge in Dravidian growths and self respect movement

Course Outcome:
- The ancient languages and its impacts with relations are to learn
- Acquire the knowledge of evaluation to monitor the conflicts of religion activities
- Develop new Government and its function through welfare aspects,

Unit - I

Sources –Sanskrit and Telugu works- Tamil Works – Foreign Accounts- Government Orders – Diaries.

Unit - II

Tamil Culture under Vijayanagar –Social and Economic condition –Art and Architecture.

Unit - III

Religious condition– Saivism, Vaishnavism – ViraSaivism – Vadakalai – Tenkalai Sects

Unit - IV

Nayaks rule in Tamilnadu - Madurai, Thanjavur and SenjiNayaks – Administration.

Unit - V

Poligari system – Kaval system - Society – Caste division – Status of women – Temples and festivals – Cultural contribution.

Unit - VI

Temples in Madurai, Srirangam, Thiruvarur, Rameswaram, Chidambaram – Tirunelveli – Srivilliputtur.

Unit - VII

Marathas and Sethupathis – Marathas of Thanjavur – Raja Serfoji.

Unit - VIII

SaraswathiMahal Library - literary and cultural contributions.

Unit - IX

Social, economic and religious conditions – Cultural Contribution of Sethupathis of Ramnad.

Unit - X

Impact of British in Tamil Nadu – Socio-Economic Life of the Tamils under British rule - Education – Primary – Secondary – Collegiate & University.

Unit XI

Role of missionaries – Social Legislations – Abolition of Sati, Child marriage, Widowhood, Devadasi system.

Unit XII

Dravidian Movement – Non-Brahmin organization – causes – South Indian Liberal Federation - The Justice Party.

Unit XIII

Social transformation – social and cultural issues –Justice Manifesto – Self Respect Movement of Periyar – Status of Women.

Unit XIV

Social legislations – Dravidian Journals and Literature – Launch of DK movement – Principles and Reforms of DK.

Books for Reference:

1. Rajayyan. K.   -   History of Madurai, 1736 – 1801 A.D.
2. Rajayyan. K.   -   South Indian Rebellion
3. Rajayyan. K.   -   British Diplomacy in Tanjore
4. Rajayyan, K.   -   Rise and Fall of the Poligars of Tamil Nadu
5. Rajayyan. K.   -   Administration and Society in the Carnatic, 1701 – 1801 AD
6. Rajayyan. K.   -   A Real History of Tamil Nadu, Upto 2004 A.D.
7. Subramaniam.N   -   History of Tamil Nadu (1336-1984)
8. Krishnasamy Pillai. A   -   Tamil Nadu under Vijayanagar
9. MohanRam .K
   &Kaimuthu A.K   -   Tamizhagam – An Amazing People's History
10. Nadarajan .C   -   Social History of Modern Tamilnadu
11. Devanesan .A.   -   History of Tamilnadu (up to 1995 A.D)
12. Jayapalan .N   -   Social and Cultural History of Tamilnadu

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Course Code	Title of the Course
32123	**Core – VI** – History of Europe, From 1789 to 1945 A.D.

Course Objective:
- To develop an understanding of French revolution and Nepoleon Bonaparte reforms
- To develop toknown the Foreign policy in various nations administrations
- To learn how to unification the nation, and formation of UNO

Course Outcome:
- Able to understand and the French rulers and their performance
- Understand and implement the features UNO functions and activities

Unit - I

France on the Eve of French Revolution - The French Revolution – Causes – Course – Results.

Unit - II

Napoleon Bonaparte – Reforms – Continental System.

Unit - III

Foreign Policy – The Congress of Vienna, 1815.

Unit - IV

The Concert of Europe – Metternich – Revolutions of 1830 and 1848 in France.

Unit - V

Napoleon III – Domestic and Foreign policy.

Unit - VI

Unification of Italy – Political Divisions of Italy – course of unification – Results.

Unit - VII

Unification of Germany- Early attempts to unity Germany – course of unification - Results

Unit - VIII

Eastern Question – Greek War of Independence – Crimean War – Berlin Congress.

Unit - IX

Balkan Wars – World war I- causes – course –Results – Peace settlements.

Unit - X

League of Nations – Aims – Functions and Acheivements – Causes for the failure.

Unit - XI

Russian Revolution of 1917 - Causes – Course – Results.

Unit - XII

Rise of Fascism and Nazism – Hitler and Mussolini.

Unit - XIII

Outbreak of World War II – causes - course and results – Wartime conferences.

Unit - XIV

Formation of the UNO – Aims of the UNO – Organs of the UNOand their functions.

Books for Reference:

1.	Hazen, Charles Downer,	-	Modern Europe, Since 1789
2.	Sen .S.N	-	Contemporary World
3.	Roberts, J.M.,	-	Europe 1880-1945
4.	Mahjan V.D.	-	History of Europe Since 1789
5.	Grant A.J. &Temperley	-	Europe in the Nineteenth and Twentieth Centuries.
6.	Gooch. G.P.	-	History of Modern Europe, 1878 – 1919.
7.	Hazan C.D.	-	Modern Europe, Upto 1945.
8.	Jayapalan . N & Joseph .S	-	History of Europe 1789 - 1970
9.	Krishnamurhti.V.M.	-	World History (From 1500-1950 A.D)
10.	Srivastava L.S & Joshi V.P	-	International Relations (From 1914 to Present day)
11.	Ramalingam T.S	-	History of Europe 1789 – 1945 A.D

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Course Code	Title of the Course
32124	**Core – VII –** History of the Far East From 1840 A.D. to 1945 A.D.

Course Objective:

- ☐ To develop an understanding of Western Influence in China,Taiping Rebellion and second Opium war
- ☐ To develop the understand Western Influence in Japan and US relation and the wars.
- • To learn how to Expansion of Japan, Washington conference, Kuomintang party and Long March of Mao-Tse – Tung.

Course Outcome:

- ☐ Able to understand and Far East Asia conflicts
- • Understand and implement the features of nation's development, Leaders rolein second world war

Unit - I

Western Influence in China – The First Opium War – Causes – Course – Effects.

Unit - II

Taiping Rebellion – Causes – Course – Effects.

Unit - III

The Second Opium War – Treaty of Tientsin.

Unit - IV

Western Influence in Japan - Japanese – U.S. Relation – Perry Mission – Treaty of Kangawa.

Unit -V

Meiji Restoration – Causes and Significance – Japan's Relation with Korea – Constitutional Movement in Japan.

Unit - VI

The Sino – Japanese War of 1894-95 - Causes – Course – Effects.

Unit -VII

Hundred Days Reforms – Boxer Rebellion - Reform Movements in China – The Chinese Revolution of 1911- Causes – course – Effects.

Unit - VIII

China between 1912 and 1920 – Role of China in the Worldwar I - 21 Demands of Japan.

Unit - IX

Anglo – Japanese Treaty of 1902 – Russo – Japanese War, 1904 -05- Causes – Course – Effects.

Unit -X

Expansion of Japan, 1905 -1921 – Role of Japan in the World War I.

Unit - XI

Washington conference – Tanaka Memorial – Militarism in Japan – Manchurian Crisis.

Unit - XII

Military Dictatorship in China - Dr. Sunyatsen – Yuvan Shi-Kai - Chiang Kai Sheik.

Unit -XIII

Kuomintang party – Second – Sino – Japanese War 1937- 45- Chinese Communist Party – Long March of Mao-Tse – Tung.

Unit- XIV

Role of China and Japan in the Second world war – Impacts.

Books for Reference:

1. Shivkumar& Jain - History of Modern Japan
2. Majumdar R.K. &Srivastva. A.N. - History of Modern Japan
3. Majumdar R.K. &Srivastva. A.N. - History of Modern China
4. VenkataRamanappa M.N. - Modern Asia
5. Shivkumar& Jain - History of Modern China
6. Jeyapalan.N. & Joseph .S - History of Modern Asia Since 1900 A.D
7. Rao B.V. - World History from Early Times to 2000 A.D
8. Majumdar.R.K&Srivastva A.N - History of Far East
9. Kundra.D.N. - World History (From Earliest times to 1950 A.D

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SECOND YEAR
SEMESTER III

Course Code	Title of the Course
32131	Core – VIII– HISTORY OF INDIA FROM 1707 TO 1947 A.D.

Course Objective:
- To provide an overview of establishment of British settlement, French and Carnatic war
- To understand war from other places, Pitt's India Actand Governor Generals Act
- To know the Anglo and other country war, The Revolt of 1857 and Transition of power to Crown
- To understand the Gandhiji era, Round Table conferences, Netaji and INA ,Partition and Independence and Indian Independence Act.

Course Outcome:
- Able to understand the India and other Nation conditions
- Able to receive the information from British rule and Governor Administration
- Able to understand the Independence India and its struggle, Growth of India.

Unit - I

Establishment of British settlements in India – Anglo – French Rivalry – The Carnatic wars – Causes - and results.

Unit - II

Company's ascendancy in Bengal – Battle of Plassey – Battle of Buxar – Robert Clive – Double Government.

Unit - III

Growth of British East India Company through Acts – the Regulating Act – Pitt's India Act – Charter Acts of 1813 ,1833 & 1853.

Unit - IV

Colonialism in India – Governor Generals and their policies -Permanent Settlement – Subsidiary Alliance.

Unit -V

Reforms of Bentinck –Doctrine of Lapse – and its impact –Anglo Mysore wars.

Unit - VI

Anglo – Maratha wars – Anglo – Busmese war - Ango-Sikh wars.

Unit - VII

Anglo Afghan Wars. – The Revolt of 1857 – Causes –course- Results

Unit - VIII

Transition of power to Crown – The Age of Viceroys – Canning – Lytton - Ripon.

Unit - IX

Curzon - Irwin - Mountbatten - Relations with Native states – The Acts of 1861,1892 ,1909, 1919, 1935.

Unit - X

Rise of National Awakening - South Indian Rebellion, 1800 – 1801 – Vellore Mutiny – Rise of Nationalism – Causes - Birth of INC – Moderates – Extremists.

Unit - XI

The Muslim League – Home Rule Movement – Rowlat Satyagraha - JallianWalabaghMassaere.

Unit - XII

Gandhian Era –Non- Cooperation Movement - Civil Dis obedience Movement.

Unit - XIII

Round Table conferences – Individual satyagraha - Quit India Movement.

Unit - XIV

Netaji and INA – Jinnah – Direct Action Day – Partition and Independence –Indian Independence Act.

Books for Reference:

1. Agarwal R.C   -   Constitutional History of India and National Movement.
2. Chopra   -   Advanced History of India, 3 Volumes.
3. Grover and Grover   -   A New Look and Modern Indian History,
4. NilakantaSastri K.A   -   Advanced History of India.

5. Roy Choudry S.E   -   History of Modern India

6. Sen S.N.   -   History of Freedom Movement of India, 1857-1947

7. Tarachand   -   History of Freedom Movement in India, 4 volumes.

8. Vincent A Smith   -   The Oxford History of India.

9. Low D.A.   -   Congress and the Raj

10. Rajendran.N.   -   Nationalist Movement in TamilNadu.

11. Majumdar.R.C   -   History and Culture of Indian people the Emergence of Indian Nationalism

12. Sumitsarkar   -   Modern India 1855 -1947

13. Khurana.K.L   -   Modern India 1707 – 1967 A.D

14. Bipanchandra   -   India's struggle for Independence

15. Mahajan V.D   -   Modern Indian History From 1707 to Present day

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Course Code	Title of the Course
32132	**Core – IX – CONTEMPORARY TAMIL NADU SINCE 1947 A.D.**

Course Objective
- Able to understand the post India development and present conditions
- Able to know the Principles of policy making and growth

Course Outcome
- Students have acquired the knowledge about the Tamil Nadu
- Students have acquired the knowledge about the functions of Government systems.

Unit - I

Post Independent Tamil Nadu – Congress ministry – OmanthurRamaswamiReddiar – P.S.Kumara Swami Raja.

Unit - II

Rajaji – State Re-organization in Tamil Nadu.

Unit - III

North South Border Agitations – Formation of Madras state.

Unit - IV

Kamaraj and his ministry – Developmental schemes – Social, Economic.

Unit - V

Educational – Programmes –Industrial Development - K.Plan.

Unit -VI

M.Bakthavatsalam – Anti Hindi Agitation – Acheivments of Congress ministry 1947 -67.

Unit - VII

Formation of DMK – C.N.Annadurai and his Ministry - M.Karunanidhi and his Ministry.

Unit - VIII

Welfare Schemes – Socio - Economic and Educational Developments during DMK regime.

Unit - IX

Formation of AIADMK – M.G.Ramachandran and his Ministry–J.Jeyalalitha and her Ministry – Developmental Schemes.

Unit - X

Social, Economic and Educational developments during ADMK regime.

Unit - XI

Centre – State Relations since 1947 AD.

Unit - XII

World Tamil Conference – Development of Tamil Language.

Unit -XIII

 Five Year Plans and Tamil Nadu – Irrigation – Agriculture - Industrial development.

Unit –XIV

Reservation policy and Social Justice.

Books for Reference:

1. Rajayyan,K   -   History of Madurai, 1736 – 1801 A.D.

2. Rajayyan, K.   -   A Real History of Tamil Nadu, Upto 2004 A.D.

3. Subramanian, N.   -   History of Tamil Nadu (PL.II)

4. Gopalakrishnan M.D   -   Periyar , Father of the Tamil Race

5. Sathianathier.R,   -   History of India, Vol. II

6. B.S.Baliga,   -   Studies in Madras Administration, 2 vols.

7. Edgar Thurston,   -   Castes and Tribes in South India

8. .Baker, C.J.   -   The Politics of South India

9. Yesudhasan, V.S.Isaac&   -   History of Tamil Society and Culture, Since
   Jaya Dhas, R.   1336 A.D.,

10. John Gilbert .G   -   Contemporary History of India,

11. Venkatesan, G.   -   History of Modern Tamilnadu From, 1600 – 2011 A.D

12. Nadarajan .C   -   Social History of Modern Tamil Nadu

13. Subramanian .N   -   History of Tamilnadu 1336 – 1984 A.D

14. Devanesan .A   -   History of Tamilnadu (up to 1995 A.D)

15. Balasundaram.M   -   Kamaraj and his secrets of Success

16. Veeramani.K   -   The History of the Struggle for Social Justice in
                                         Tamilnadu.

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Course Code	Title of the Course
32133	Core – X – CONTEMPORARY WORLD SINCE 1945 A.D

Course Objectives:
- To understand world war and its reflections
- To understand nationalism .united nations and reunion of states
- To learn the internal conflict of nations and its facts.

Course Outcome:
- Able to understand the nation and its problems
- Acquire knowledge about present world scenario

M.A., Credit Based Curriculum and Evaluation System

Unit - I

World after the World War II – the UNO – Formation, Functions and achievements.

Unit - II

The concept of International Relations – Meaning and Nature – Diplomacy.

Unit - III

Kinds of Diplomacy – Balance of Power – Collective Security.

Unit - IV

Nationalism in Asia and Africa - Emergence of the New Nations in Asia and Africa – Rise of Asia – China, Japan , Indonesia.

Unit - V

India – Rise of African States – Disintegration of the colonial system – Neocolonialism.

Unit - VI

The Idea of Regionalism – EEC – European Union –The Arab League– The Organisation of African Union.

Unit - VII

NAM - Commonwealth of Nations – OAS – OPEC -ASEAN– SAARC – IBSA – BRICS.

Unit - VIII

Arms Race –Disarmament Treaties – NPT – SALT – SALT II –START I – START II – CTBT – The Impact of Nuclear Weapons on International Politics.

Unit - IX

Bipolar Politics - The Cold War – causes – stages – Its impact in International Relations.

Unit - X

Super Power Rivalry– End of the Cold War– Collapse of the Soviet Union.

Unit - XI

Reunion of Germany – WTO – Globalization - the concept of Unipolar world.

Unit - XII

Contemporary political Issues :   Role of the U.S.A. in World Affairs — Korean War – Vietnam War.

Unit - XIII

Congo Affair – Cuban Crisis – Indo–China conflict - Arab – Israel Conflict.

Unit - XIV

Iran–Iraq conflict - Gulf War – Organization of Islamic Countries – International Terrorism – War on Terrorism.

Books for Reference:

1. Charles, P.Schleicher.,   -   International Relations co-operation and Conflict
2. Mahajn V.D   -   History of Modern Europe
3. Henkin Louis,   -   The Rights of Man Today, (Boulder West View Press, 1978).
4. ParshantAtkaan   -   International Relations and organizations
5. Johari, J.C.   -   International Relations and Politics (Post-cold war Era)
6. Morgenthau Hans J.,   -   Politics among Nations.
7. Schumann,   -   International Politics, (5th Edition)
8. Subramanian.N.,   -   International Relations
9. Sen .S.N   -   Contemporary World
10. Kulshrestha.K.K.   -   International Relations From 1919 to Present day
11. Majundar.R.K &Srivastva.A.N   -   History of the United states of America (From 1845 to Present day)
12. Chchabra.K.K   -   History of Modern world Since 1945 A.D
13. Rao .B.V   -   World History From Early Times to 2000 A.D.

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Course Code	Title of the Course
32134	**TOURISM AND CULTURAL HERITAGE OF INDIA**

Course Objective:
- To understand meaning of Tourism and developments
- To understand Cultural Heritage of India and Hill Resorts in Tamil Nadu
- To understand Achievements and failures of Tourism Industry in India.
- To know Problems of the Tourism Industry, Possible remedies for its development and Future of Tourism in India.

Course Outcome:
- Understanding features of Tourism and industry
- Learn to need heritage centers and Dress and Ornaments
- Acquire knowledge about Important mountain Resorts
- Able to Role of Ministry of Tourism Functions of ITDC and TTDC.

Unit - I

Meaning of Tourism – Tourism and Culture – Role of Geography.

Unit - II

Development of Accommodation, Transportation and Communication Technology – E-Tourism

Unit - III

Cultural Heritage of India – Fairs and festivals – Dress and Ornaments.

Unit - IV

Handicrafts – Popular Indian dishes and food habits.

Unit - V

Cultural centres of Buddhists – Hindus - Muslims –Sikhs and Christians in India.

Unit - VI

National Heritage – Important monuments - Delhi - Agra – Jaipur – Varanasi

Unit - VII

Konark –Khajuraho - Aihole –Mamallapuram- Important Wild life Sanctuaries.

Unit - VIII

Birds Sanctuaries - Project Tiger – Zoological Parks - Museums and Art Galleries.

Unit - IX

Important mountain Resorts – Himalayan Region and Kashmir.

Unit - X

Hill Resorts in Tamil Nadu – Beaches of India – Goa and Diu.

Unit - XI

The Marina – Kovalam – Mamallapuram – Kochi – Andaman and Nicobar.

Unit - XII

Achievements and failures of Tourism Industry in India.

Unit - XIII

Role of Ministry of Tourism Functions of ITDC and TTDC.

Unit - XIV

Problems of the Tourism Industry – Possible remedies for its development – Future of Tourism in India.

Books for Reference:

1. Ram Acharya, - Tourism in India.
2. Bhatia, A.K. - Tourism in India.
3. Percy Brown, - Indian Architecture.
4. Manoj Das, - India, a Tourist Paradise.
5. Humayun Khan - Indian Heritage
6. Basham A.L. - The Wonder That was India.
7. Krishnalal and Gupta.S.P. - Tourism, Museums and Monuments in India.
8. Gopal Singh - The Geography of India.

9. Smith.V.A.   -   History of Fine – Arts in India and Ceylon.

10. David Philips   -   Monuments of India.

11. Devanesan A   -   Tourism Products

12. Prannathseth   -   An Introduction to Travel and Tourism

13. Abbas .R.   -   Tourism and Travel Management.

SEMESTER IV

Course Code	Title of the Course
32141	**Core – XII – CONTEMPORARY INDIA SINCE 1947 A.D.**

Course Objective:
- To understand partition and its impact the integration of Indian Princely States and languages
- To understand Foreign policy,Non–alignment,Panchsheel ,anti racisn and UNO & SAARC
- To understand the rulers and the salient features in India all the aspects.

Course Outcome:
- Explore the Indian socio –economic conditions in India
- Learn reorganization of Indian states and neighbor countries relations
- Acquire knowledge about the five year plans and rural developments
- Able to know Mandal commission report internal and external policy

Unit - I

Partition and its impact – Integration of Indian Princely States – Role of Sardar Patel.

Unit - II

Making of Indian Constitution – Salient Features of Indian Constitution.

Unit - III

Reorganization of Indian States on Linguistic Basis

Unit - IV

Foreign Policy of India – Salient Features – Non-alignment – PanchSheel – Anti – Racisn.

Unit - V

Relations with the USA, Russia, China, Pakistan - the UNO & SAARC.

Unit - VI

Planned Economy of India – Five Year plans – Agriculture – Horticulture – Animal Husbandry.

Unit -VII

Dairy Development – Rural Development - Panchayat Raj.

Unit - VIII

Health and Family Planning – Major Industries – Import and Export

Unit - IX

Nehru Era – Centre – State Relations – LalbahadurSastriand   the Indo- Pakistan War of 1965.

Unit - X

Split in the Congress – Era of Indira Gandhi– Indo-Pakistan War of 1971.

Unit - XI

 Declaration of Emergency – Rise of Janata Party – Moraji Desai – Charan Singh.

Unit - XII

Re emergence of Indira Gandhi – operation Blue Star - Rajiv Era – New Education Policy.

Unit - XIII

Mandal Commission Report – Narasimha Rao - New Economic policy — Rise of BJP – Vajpayee.

Unit - XIV

Man Mohan Singh – NarendraModi-   their Internal and External Policy - Problems of Terrorism – Contemporary Challenges.

Books for Reference:

1. Agarwal, S.   -   Press, Public Opinion and Govt. of India.

2. Ghai U.R   -   Foreign policy India

3. Appadurai.A   -   Essays in Indian Politics and the Foreign policy

4. Bipan Chandra   -   India After Independence

5. Biswa Chatterjee   -   Impact of Social Legislations on Social Change.

6. Drivedi, R.C.   -   New Strategy of Agricultural Development in India.

7. Jim Masselos   -   Creating a Modern India

8. Jayaprakash Narayanan   -   Towards Total Revolution

9. John Gilbert.G   -   Contemporary History of India

10. Menon.V.P.   -   The Story of Integration of Indian States.

11. Pranay Gupta   -   The Challenge of Change

12. Perceival Spear   -   Oxford History of Modern India

13. Palmer and Perkins   -   International Relations

14. Vekatesan .G   -   History of Contemporary India.

15. Mahajan V.D.   -   Modern Indian History From 1707 to the Present day

16. AnletSobithabai.W   -   Contemporary History of India (1947 – 2004 A.D)

17. Devanesan.A   -   Contemporary India Since 1947 A.D

18. Nadarajan.C   -   Social History of Modern Tamilnadu

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Course Code	Title of the Course
32142	Core – XIII – INTELLECTUAL HISTORY OF TAMIL NADU

Course Objective:
- To know the sangam literature, poets and familiar poets
- To learn the pure Tamil movement and world Tamil Conference
- To understand the Tamil development and anti Hindi agitations

Course Outcome:
- Understand the activities during the period of Tamil development
- Learn the Tamil leaders participation in anti Hindi agitations and socio economic conditions

- Able to know the facts of Tamil culture and important leaders role to development.

Unit - I

Intellectuals of SangamAge :Sagam Literature – Sangam Poets.

Unit - II

Thiruvalluvar – Avvaiyar – Tholkappiyar.

Unit - III

ElangoAdigal – Social and political thoughts

Unit - IV

Revival of Tamil language and Literature – Pure Tamil movement – MaraimalaiAdigal – ThiruVi.Ka.

Unit - V

SundaramPillai - Anti – Hindi Agitation – World Tamil Conferences.

Unit - VI

Socio – Religious Thoughts of Tamil Intellectuals – VaikundaSwamigal – Vallalar.

Unit - VII

AyothidasPandithar – Sahajananda – Muthu Lakshmi Reddy.

Unit -VIII

Bharathiar – Bharathidasan.

Unit - IX

Relgious Saints and their Intellectual contribution – Alwars and Nayanmars.

Unit - X

Thirumular – Ramanuja – Veeramamuivar.

Unit - XI

Caldwell – G.U.Pope – Robert – De- Nobili.

Unit -XII

   Non- Brahmin movement – causes – Justice party – Dravidian movement.

Unit - XIII

   T.M.Nair.CNatesaMudaliar – P.Thiagarayachetti – Periyar EVR – A.T.Panneerselvam.

Unit - XIV

   RamasamiMudaliar –Raja of Bobbli and Panagal -SoundaraPandian – AnnamalaiChettiar

Books for Reference:

1. KalapanaRajaRam (Ed) - History of Modern India
2. Ponnu.R - Sri Vaikundaswamigal and the struggle for Social equality in South India.
4. Veeramani .K - The History of the struggle for Social Justice in Tamil Nadu.
5. Bipanchandra - India's struggle for Independence.
6. Devanesan . A - History of Tamilnadu (up to 1995 A.D).
7. Jayapalan . N - Social and cultural History of Tamilnadu
8. FirozAlam - Great Indian Personalities
9. Venkatesan .G - History of Ancient Tamilnadu (300BC-1600 A.D)
10. Venkatesan.G - History of Modern Tamilnadu (1600 – 2011 A.D)
11. Nadarajan.C - Social History of Modern Tamil Nadu
12. Sivagnanam. M.P - Vallalar Kanda orumaippadu
13. Rajayyan.K - History of Tamilnadu 1565 to 1984 A.D

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Course Code	Title of the Course
32143	**ENVIRONMENTAL HISTORY**

Course Objective:
- To learn the basic concepts, aware of the Environmental needs.
- To have an exposure about Clean and Green necessity.
- To know the tree planting and forest.

Course Outcome:
- Understand the Environmental factors for the society.
- Realize the role of Noise pollution and Degradation.
- Know about different types of forest and the benefits to the people.
- Able to develop forest area and action for the Government and Public.

Unit - I

Definition – Scope – Eco – system – Bodage between civilization and Ecology.

Unit - II

Natures Balance – Environment and Culture – conservation – Green House Effect.

Unit - III

Global warming – Ozone Depletion - Bio-Diversity.

Unit - IV

Environment in the Indian Cultural Tradition – Colonial Environment policy.

Unit - V

Forest Land and Forest Management - Resistance system to forest Management.

Unit - VI

Forest movements from 1921 – 42 – Effects of Urabanisation and Industrialization - Impact on Nationalism.

Unit - VII

Environmental education – Formal and informal education – organization for environmental protection.

Unit - VIII

United Nations Environment Programme (UNEP) – Earth summit of 1992.

Unit - IX

Environmental Threats – Water Pollution – Air pollution.

Unit - X

Noise Pollution - Land Degradation.

Unit - XI

Deforestation- Hazardous Waste – Industrial pollution.

Unit - XII

Environmental Movements – Chipco Movement –Silent valley movement.

Unit - XIII

Appiko movement - Protest against Narmatha project – Protective measures.

Unit - XIV

Government Legislations – Court Decisions – Role of NGOS – Role of Environmental Activities.

Books for Reference:
1. Armin Rosencrazz   -   Environmental law & Policy in India;
2. Chauhan I.S &Arun Chauhan,   -   Environmental Degradation;
3. DeependarBasu(Ed.,)   -   Environment and Ecology., The Global

                     Challenge,

4. SusilaAppadurai   -   Environmental studies

5. Goreth Porter&

   Janet Welsh Prrows,   -   Global Environmental politics,

6. Kumaraswamy.K,

7. Alagappamoses.A&   -   Environmental Studies

   Vasanthy.M

8. Kamal Nath,   -   India's Environmental Concerns

9. Thangamani .A &Shymala   -   A Text book of Environmental

   Thangamani   studies

10. Rajkumar (Ed)   -   Environmental Pollution

11. MadhavGadgil and   -   The Fissured Land: An Ecological History of India,

RamachandraGuha,

12. Pravinsheth,   -   Narmada Project: Politics of Eco Development

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Course Code	Title of the Course
32144	**WOMEN'S STUDIES**

Course Objective:
- To understand History, Goals, Forms of Feminism, Vedic, Epic and Sangam Age.
- To understand women status from ancient to modern and familiar leaders in women.
- To understand Government policy for women in world and India level.

Course Outcome:
- Exposure women condition from India and World.
- Learn women affected problems and Government remedies.
- Acquire knowledge about dowry, divorce, suicide, etc.,
- Able to know the facilitating factors for women and the society.

Unit - I

History of Feminism – Goals of Feminism – Forms of Feminism.

Unit - II

Women in Vedic, Epic and Sangam periods.

Unit - III

Women during Delhi sultanate, ijayanagar and Mugal Periods.

Unit - IV

Role of Women in the Freedom Movement – Velunachiyar - Jansi Rani Lakshmi Bhai – Annie Besant.

Unit - V

Sarojini Naidu – Kasthuri Bhai Gandhi – VijayalakshmiPandit – Cap.Lakshmi.

Unit - VI

SuchethaKriplani and Indira Gandhi – Women's Movements and organizations in India – Formation and functions of Self Help Group .

Unit - VII

Government Policy Towards Women: Centre and State Governments – Social Welfare Programmes for Women after 1947.

Unit - VIII

Constitutional Laws for Women – Personal Laws – Enactment and Enforcement of Laws.

Unit - IX

Administrative, Legal, Psychological and Social factors.

Unit - X

International Women's Year – Decade for women 1975-85.

Unit - XI

Towards the Progress of Women - Changing Role of Women in contemporary India.

Unit - XII

Problems of Women – Contemporary problems and issues relating to women – Dowry, Divorce – suicide.

Unit - XIII

Prostitution & sexual exploitation – discrimination, etc. – Problems of Working Women.

Unit - XIV

Crimes and violence on Women –foeticide, female infanticide, disparity at home, eve-teasing, ill treatment by relatives, etc, – Women and Mass Media.

Books for Reference:

1. Chadially — Women in Indian Society
2. Meera Desai — Women in Modern India.
3. Haksar — Women and the Law
4. Kapadia — Family and Marriage in India
5. KumariJayawardane — Feminism & Naturalism in the Third World
6. MalladiSubbamma — Women Tradition and Culture.
7. Meera Desai &Vibhuti Patel — Indian Women – Change & Challenge.
8. Rama Mehta — Social Legal Studies of Women in India
9. Maitheray Krishna Raj — Women & Society
10. Manmohan Kaur — Women in India's Freedom Struggle.
11. Gandhi .M.K — Woman and Social injustice
12. Chattopadhya.K — The Awakening of Indian Womanhood
13. Altekar.A.S — Position of women in Hindu Civilization from Pre-historic times to the present day.
14. Laxmi Devi — Violence against women and related Law and Justice.

****

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN HISTORY (DDE) HELD ON 24.05.2017 AT 2.00 p.m. IN THE CENTRAL LIBRARY OF ALAGAPPA UNIVERSITY, KARAIKUDI.

Members Present

6.	Dr. N. Rajendran	-	Chairman
7.	Mr. V. Murugaiyan	-	Member
8.	Dr. K. Krishnamoorthy	-	Member
9.	Dr. P. Vengatesan	-	Member
10.	Mr. V. Gunasekaran	-	Member

The chairman of the Board Dr. N. Rajendran, welcomed the members.
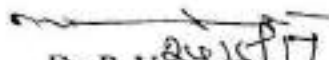
1. Board of Studies in History has thoroughly discussed the PG syllabus of History and made necessary changes and made corrections in the existing syllabus for MA (History) program.

2. The corrected syllabus is enclosed herewith.

Dr. N.Rajendran   Mr. V. Murugaiyan   Dr. K. KrishnaMoorthy

Dr. P. Vengatesan   Mr. V. Gunasekaran

PROGRAMME PROJECT REPORT

M.A. PERSONNEL MANAGEMENT
AND
INDUSTRIAL RELATION

DIRECTORATE OF DISTANCE EDUCATION
ALAGAPPA UNIVERSITY
KARAIKUDI – 630 003

PROGRAMME PROJECT REPORT

M.A. PERSONNEL MANAGEMENT AND INDUSTRIAL RELATION

a) PROGRAMME MISSION AND OBJECTIVES

Business Studies have fascinated humans for two reasons, namely generating interest and augmenting essentials of running a firm effectively. That is why their study is enchanting and glorifying. The primary objective of this programme is to provide ample exposure to subjects from the fields of business legacy and accountancy, equip the Students for entry level jobs in industry and to contribute to the economic development of the country.

b) RELEVANCE OF THE PROGRAMME WITH HEI'S MISSION AND GOALS:

The Alagappa University is functioning with following Vision and Mission:

Mission: Achieving Excellence in all spheres of Education, with particular emphasis on 'PEARL''- Pedagogy, Extension, Administration, Research and Learning

Vision: Affording High Quality Higher Education to the learners so that they are transformed into intellectually competent human resources that will help in the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence.

Therefore, the introduction of M.A., PM&IR programme in the Directorate of Distance Education will contribute substantially in fulfilling the mission of Alagappa University. Such a higher education in subject with appropriate Practical Exposer will enrich the human resources for the uplift of the Nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

c) NATURE OF PROSPECTIVE TARGET GROUP OF LEARNERS

- Working Professionals
- Entrepreneurs
- Service Personnel
- Academic Faculty
- Government Officials
- Researchers
- Home makers
- Unemployed Graduates

d) APPROPRIATENESS OF PROGRAMME

To Attain Leadership in spearheading qualitative and responsible academic programs relevant to the society through cost effective off-campus distance mode of education. knowledge and understanding, skills, qualities and other attributes in the following areas:

- The fundamental concepts of Management

- The higher-level taxonomy and diversity of Business Studies.

- How principles of Business can be applied to problems

- Intern ship training in Industry

- Undertake Inter tasks and techniques.

- Inter-disciplinary knowledge like statistics, Mathematics, Computer and E-Banking.

- Using the SPSS package for the analysis data through Computer

- It also improve the Intellectual skills of the students.

- In nutshell, these skills will improve the performance of the students parameters.

E) INSTRUCTIONAL DESIGN
  M.A. PERSONNEL MANAGEMENT AND INDUSTRIAL RELATION

Subj. Code	Title	CIA Max.	ESE Max.	TOT Max.	C
I Semester					
30811	Principles of Management	25	75	100	4
30812	Organizational behaviour	25	75	100	4
30813	Human Resource Management	25	75	100	4
30814	Labour Legislations-I	25	75	100	4
	Total	100	300	400	16
II Semester					
30821	Public Personnel Administration	25	75	100	4
30822	Labour Legislations-II	25	75	100	4
30823	Training and Development	25	75	100	4
30824	Business Environment	25	75	100	4
	Total	100	300	400	16
III Semester					
30831	Business Law	25	75	100	4
30832	Management Information System	25	75	100	4
30833	Industrial Relation Management	25	75	100	4
30834	Principles of Economics	25	75	100	4
	Total	100	300	400	16
IV Semester					
30841	Compensation Management	25	75	100	4
30842	Global Human Resource Management	25	75	100	4
30843	Emotional Competence	25	75	100	4
30844	Organizational Development	25	75	100	4
	Total	100	300	400	16
GRAND TOTAL				**1600**	**64**

Course Code Legend:

3	0	8	Y	Z

  308- M.B.A Programme

  Y -Semester Number

  Z- Course Number in the Semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C: Credit Points, Max.: Maximum

No. of Credits per Course (Theory) - 4	Total No. of Credits per Semester- 16
	Total Credits for the Programme- 16 X 4 = 64

30811 - PRINCIPLES OF MANAGEMENT

Objectives:

- To introduce the basic concepts of Management functions and principles
- To learn the scientific decision making and modern trend in the management process
- To understand the contemporary practices and issues in management

UNIT 1   Management: Definition – Nature, Scope and Functions – Evolution of Management – Management thought in modern trend – Patterns of the management analysis – Management Vs. Administration - Management and Society: The external Environment, Social Responsibility and Ethics.

UNIT 2   Management Science and Theories : Contributions of FW Taylor, Henri Fayol, Elton Mayo, Roethilisberger, H.A.Simon and P.F Drucker - Universality of Management - Relevance of management to different types of organization.

UNIT 3   Planning: Nature and Purpose – Principles and planning premises – Components of planning as Vision, Mission, Objectives, Managing By Objective (MBO) Strategies, Types and Policies -Planning and Decision Making: Planning process.

UNIT 4   Decision making: Meanings and Types – Decision-making Process under Conditions of Certainty and Uncertainty – Rational Decision Making Strategies, Procedures, Methods, Rules, Projects and Budgets.

UNIT 5   Organizing: Nature, Importance, Principles, purpose and Scope - Organizing functions of management – Classifications of organization – Principles and theories of organization – Effective Organizing – Organizational Culture and Global Organizing.

UNIT 6   Organizational Structure – Departmentalization – Span of control – Line and staff functions – Formal and Informal Groups in Organizations - Authority and responsibility - Centralization and decentralization – Delegation of authority – Committees – Informal organization.

UNIT 7   Staffing: General Principles of Staffing- Importance, techniques, Staff authority and Empowerment in the organization – Selection and Recruitment - Orientation - Career Development - Career stages – Training – Performance Appraisal.

UNIT 8   Creativity and Innovation – Motivation - Meaning – Importance – Human factors of Motivation – Motivation Theories: Maslow, Herzberg, Mc Gregor (X&Y), Ouchi (Z) ,Vroom, Porter-Lawler, McClelland and Adam – Physiological and psychological aspects of motivation .

UNIT 9   Directing : Meaning, Purpose, and Scope in the organization – Leadership: Meaning, Leadership styles, Leadership theories: Trait, Contingency, Situation, Path-Goal, Tactical, Transactional, Transformational and Grid. Leaders: Type, Nature, Significance and Functions, Barriers, Politics and Ethics. Leader Vs. Manager.

UNIT 10   Communications: Meaning – Types – Process – Communication in the decision making – Global Leading - Effective communication in the levels of management. – Uses of Communication to Planning, Organizing, coordinating and controlling.

UNIT 11   Co-ordination: Concept; Meaning, Characteristics, Importance in the organization, Co-ordination process and principles - Techniques of Effective co-ordination in the organization - Understanding and managing the group process.

UNIT 12   Business ethics: Relevance of values in Management; Holistic approach for managers indecision-making; Ethical Management: Role of organizational culture in ethics – Ethics Committee in the organization.

UNIT 13   Controlling: Objectives and Process of control Devices of control – Integrated control – Special control techniques- Contemporary - Perspectives in Device of Controls

UNIT 14   New Perspectives in Management - Strategic alliances – Core competence – Business process reengineering – Total quality management – Six Sigma-Benchmarking- Balanced Score-card.

REFERENCES

1. Stoner, et-al, Management, Prentice Hall, 1989.

2. Koontz and O'Donnell, Management: A Systems Approach, McGraw Hill, 1990

3. Weihrich and Koontz,Management: A Global Perspective, McGraw Hill, 1988

4. Peter F. Drucker, Management, 2008.

5. Gene Burton and Manab Thakur, Management Today: Principles and Practice, Tata McGraw Hill.

6. Ricky W. Griffin, Management, South-WesternCollege Publications, 2010

7. Stephen P. Robbins and Mary Coulter, Management, 9th Edition, 2006.

8. Kaplan and Norton, The Strategy-Focused Organization: How Balanced Scorecard Companies Thrive in the New Business Environment, HBP, 2000.

30812 - ORGANISATIONAL BEHAVIOUR

Objectives:
- To understand the personality trades and influence on the organization.
- To imbibe the necessary conceptual understanding of behaviour related people
- To learn the modern trends, theories and changes in organizational Behaviour.

UNIT 1   Organizational Behaviour: History – Meaning Elements – Evolution, Challenges and opportunities – Trends – disciplines – Approaches – Models – Management functions relevance to organizational Behaviour – Global Emergence of OB as a discipline.

UNIT 2   Personality – Determinants, Structure, Behaviour, Assessment, Individual Behaviour: Personality & Attitudes- Development of personality – Nature and dimensions of attitude – Trait Theory – Organizational fit – Organizational Commitment

UNIT 3   Emotions – Emotional Intelligence – Implications of Emotional Intelligence on Managers – EI as Managerial tool – EI performance in the organization – Attitudes: Definitions – Meaning – Attitude relationship with behaviour – Types – Consistency

UNIT 4   Individual Behaviour and process of the organization: Learning, Emotions, Attitudes, Perception, Motivation, Ability, Job satisfaction, Personality, Stress and its Management – Problem solving and Decision making – Interpersonal Communication - Relevance to organizational behaviour.

UNIT 5   Group Behaviour: Group Dynamics - Theories of Group Formation - Formal and Informal Groups in organization and their interaction - Group norms – Group cohesiveness – Team: Importance and Objectives - Formation of teams – Team Work- Group dynamics – Issues - Their relevance to organizational behaviour.

UNIT 6   Organizational Power: Organizational Power: Definition, Nature, Characteristics - Types of powers - Sources of Power - Effective use of power – Limitations of Power – Power centre in Organization.

UNIT 7   Organizational Politics: Definition – Political behaviour in organization - Factors creating political behaviour – Personality and Political Behaviour - Techniques of managing politics in organization – Impact of organizational politics.

UNIT 8   Organizational Conflict Management: Stress Management: Meaning – Types – Sources and strategies resolve conflict – Consequences – Organizational conflict: Constructive and Destructive conflicts - Conflict Process - Strategies for encouraging constructive conflict - Strategies for resolving destructive conflict.

UNIT 9   Organizational Dynamics: Organizational Dynamics – Organizational Efficiency, Effectiveness and Excellence: Meaning and Approaches – Factors affecting the organizational Climate.

UNIT 10   Organizational Culture: Meaning, significance – Theories – Organizational Climate – Creation, Maintenance and Change of Organizational Culture – Impact of organizational culture on strategies – Issues in Organizational Culture.

UNIT 11   Inter personal Communication: Essentials, Networks, Communication technologies – Non-Verbal communications Barriers – Strategies to overcome the barriers. Behavioral Communication in organization - Uses to Business

UNIT 12   Organizational Change: Meaning, Nature and Causes of organizational change Organizational Change –Importance – Stability Vs Change – Proactive Vs. Reaction change – the change process – Resistance to change – Managing change.

UNIT 13   Organizational Behaviour responses to Global and Cultural diversity, challenges at international level, Homogeneity and heterogeneity of National cultures, Differences   between countries.

UNIT 14   Organizational Development: Meaning, Nature and scope – Features of OD – OD Interventions- Role of OD – Problems and Process of OD – process OD and Process of Intervention - Challenges to OD- Learning Organizations - Organizational effectiveness Developing Gender sensitive workplace

REFERENCES

1. Fred Luthans, Organizational Behaviour, McGraw-Hill/Irwin, 2006.

2. Stephen P. Robbins, Organizational Behaviour, Prentice Hall; 2010

3. Keith Davis, Organizational Behavior: Human Behavior at Work, McGraw Hill, 2010

4. Griffin and Moorhead, Organizational Behavior: Managing People and Organizations, 2006.

5. Judith R. Gordon, Organizational Behavior: A Diagnostic, Prentice Hall, 2001.

6. K. Aswathappa, Organizational Behaviour, Himalaya Publishing, Mumbai, 2010

7. Judith R. Gordon, A Diagnostic Approach to Organizational Behaviour, Allyn & Bacon, 1993.

30813 - HUMAN RESOURCE MANAGEMENT

Objective:

- To understand the concepts and methods and techniques of Human Resource Management
- To know the Human resource management theories and real time practices
- To identify the contemporary issues in human resource management

UNIT 1:   Introduction to Human Resource Management: Concept, Definition, Objectives, Nature and Scope of HRM - Functions of HRM – Evolution of human resource management - Role and structure of Human Resource Function in organizations- Challenges in Human Resource Management

UNIT 2   Human Resource Management Approaches: Phases of human resource Management- The importance of the human factor – Competitive challenges of HRM – HRM Models – Roles and responsibilities of HR department.

UNIT 3   Human Resource Planning: Personnel Policy - Characteristics - Role of human resource manager – Human resource policies – Need, Scope and Process – Job analysis – Job description – Job specification- Succession Planning.

UNIT 4   Recruitment and Selection Process: Employment planning and fore casting Sources of recruitment- internal Vs. External; Domestic Vs. Global sources- Selection process Building employee commitment : Promotion from within - Sources, Developing and Using application forms – IT and recruiting on the internet.

UNIT 5   Employee Testing & selection : Selection process, basic testing concepts, types of test, work samples & simulation, selection techniques, interview, common interviewing mistakes, Designing & conducting the effective interview, small business applications, computer aided interview.

UNIT 6   Training and Development: Orientation & Training: Orienting the employees, the training process, need analysis, Training techniques, special purpose training, Training via the internet. - Need   Assessment - Training methods for Operatives and Supervisors

UNIT 7   Executive Development: Need and Programs - Computer applications in human resource management – Human resource accounting and audit. On-the - job and off-the-job Development techniques using HR to build a responsive organization

UNIT 8   Employee Compensation : Wages and Salary Administration   – Bonus – Incentives – Fringe Benefits –Flexi systems - and Employee Benefits, Health and Social Security Measures

UNIT 9   Employee Retention: Need and Problems of Employees – various retention methods– Implication of job change. The control process – Importance – Methods – Employment retention strategies for production and services industry

UNIT 10   Appraising and Improving Performance: Performance Appraisal Programs, Processes and Methods, Job Evaluation, Managing Compensation, Incentives Performance appraisal: Methods - Problem and solutions - MBO approach - The appraisal interviews - Performance appraisal in practice.

UNIT 11   Managing careers: Career planning and development - Managing promotions and transfers - Sweat Equity- Job evaluation systems – Promotion – Demotions – Transfers- Labour Attrition: Causes and Consequences

UNIT 12   Employee Welfare, Separation: Welfare and safety – Accident prevention – Employee Grievances and their Redressal – Industrial Relations - Statutory benefits - non-statutory (voluntary) benefits – Insurance benefits - retirement benefits and other welfare measures to build employee commitment

UNIT 13   Industrial relations and collective bargaining: Trade unions – Collective bargaining - future of trade unionism - Discipline administration - grievances handling - managing dismissals and workers Participation in Management- Separation: Need and Methods.

UNIT 14   Human Resource Information System- Personnel Records/ Reports- e-Record on Employees – Personnel research and personnel audit – Objectives – Scope and importance.

REFERENCES

1. Mathis and Jackson, Human Resource Management,South-WesternCollege, 2004.

2. Nkomo, Fottler and McAfee, Human Resource Management, South-WesternCollege, 2007.

3. R. Wayne Mondy, Human Resource Management,Prentice Hall, 2011.

4. Venkataraman& Srivastava, Personnel Management & Human Resources

5. ArunMonappa, Industrial Relations

6. Yodder&Standohar, Personnel Management & Industrial Relations

7. Edwin B. Flippo, Personnel Management , McGraw-Hill, 1984

8. Pigors and Myers, Personnel Administration

9. R.S. Dwivedi, Manpower Management

10. Lynton &Pareek, Training and Development, Vistaar Publications, 1990.

30814 - LABOUR LEGISLATIONS – I

Objective:

- To know the basic concept of labour legislations .
- To gain knowledge about the labour act

UNIT 1   Factories Act, 1948: Provision's relating to health, safety, welfare, working hours, leave etc., of workers approval

UNIT 2   Licensing and registration of factories, manager and occupier – Their obligations under the Act, powers of the authorities under the Act, Penalty provisions.

UNIT 3   Workmen's Compensation Act, 1923: Employer's liability for compensation, amount of compensation method of calculating wages – Review

UNIT 4   distribution of compensation – Remedies of employer against stranger – Returns as to compensation – Commission for workmen's compensation.

UNIT 5   Industrial Dispute Act, 1947: Industrial dispute – Authorities for settlement of industrial disputes – Reference of industrial disputes

UNIT 6   Procedures – Power and duties of authorities, settlement and strikes – Lock-out – Lay-off – Retrenchment – Transfer and closure

UNIT 7   Unfair labour practices – Miscellaneous provision offences by companies, conditions of service to remain unchanged under certain circumstances, etc.

UNIT 8   Shops and Establishments Act, 1947: Definitions – Salient provisions – Powers of the authorities.

UNIT 9   Employee's State Insurance Act, 1948: Registration of Factories and Establishments, the employee's State Insurance Corporation, Standing Committee and Medical Benefit Council, provisions relating to contributions

UNIT 10   Inspectors – Their functions and disputes and claims – Offences and penalties – Miscellaneous provisions.

UNIT 11   Employees Provident Fund and Miscellaneous Provisions Act, 1952: Employees provident fund and other schemes

UNIT 12   Determination and recovery of money due from employer, appointment of inspectors and their duties

UNIT 13   Provisions relating to transfer of accounts and liability in case of transfer of establishment exemption under the Act –

UNIT 14   Contract Labour Regulations and Abolition Act, 1970 ,Count's power under the act   - employer and employee relationship – Problems – pertaining to the employee – solvation at door steps.

REFERENCES :

1. Bare Acts
2. Kapoor N D, Industrial Law
3. Shukla M C, Industrial Law
4. D. R. N. Sinha, Indu Balasinha & Semma Priyadarshini Shekar, Industrial Relation, Trade unions and Labour Legislation, 2004.

30821 - PUBLIC PERSONNEL ADMINISTRATION

Objectives:

- To know the primary objectives and concepts of personal management
- To understand the problems and prospects of personal management.

UNIT 1   Public Personnel Administration - Meaning, Nature and scope -
                Characteristics of Public Personnel Administration in India, Functions and
                Significance of Personnel Administration

UNIT 2   Public Services and their Role in Administrative System: Concept - Nature
                and Scope of Personnel Administration.

UNIT 3   Classification of Services (Cadres) - Generalists and Specialists -Development
                of Public Services in India - Bases of Bureaucracy.

UNIT 4   Civil Service in the Context of Modern Bureaucracy: Concepts – Nature –
                Importance – Implications.

UNIT 5   Career Planning and Development, Administrative Tribunals, Central and
State   Training Institutes Personnel/UPSC/SPSC/SSC

UNIT 6   Civil Service –Concepts – Nature –Importance – Implication – Need–Types-
                Scope.

UNIT 7   Recruitment: Meaning - Concepts – Nature – Importance – Need–Types-
                Scope.

UNIT 8   Training- Performance Appraisal – Promotion - Recruitment (Reservation in
                Services), Personnel Policy.

UNIT 9   Features Maladies. Concepts – Nature – Importance – Implication – Need–
                Types- Scope.

UNIT 10   Problems of recruitment: Concepts – Nature – Importance – Implication –
                Need–Types- Scope.

UNIT 11   Promotion –Training -Concepts – Nature – Importance Meaning- Implication
                – Need–Types- Scope, Features Management of change

UNIT I2   Redressal of Public Grievances Concepts – Nature – Importance Meaning- –
                Implication – Need–Types- Scope, Features Management of change

UNIT 13   Rights of the Civil Servants: Concepts – Conduct – Discipline Concepts –
Nature – Importance – Implication – Need–Types- Scope, Features
Management of change

UNIT 14   Morale – Retirement and retirement benefits. Concepts – Nature – Importance
Implication – Need–Types- Scope.

REFERENCE BOOKS:

1.   Stalin O Glenn, Public Personnel Administration, Harpet& Brothers, New
York, 1986.
2.   Piffner and Presthus, Public Administration, New York, The Ronald Press
Company 1987
3.   Maheswari SR, Agarwal LN, Public Administration, Agra, 1988

30822 - LABOUR LEGISLATIONS – II

Objective:

- To know the basic concept of LL and provisions.
- To gain knowledge on payment of gratuity act on 1972

UNIT 1   Payment of Bonus Act: Computation of available surplus calculation of direct tax payable surplus calculation of direct tax payable by the employer

UNIT 2   Eligibility for bonus and payment of bonus – deduction from bonus payable – adjustment of customary of interim bonus payable

UNIT 3   Adjustment of customary or interim bonus linked with production or productivity – set on and set off allocable surplus

UNIT 4   Set on and set off allocable surplus set on and set off allocable surplus presumption about accuracy of balance sheet and profit and loss account.

UNIT 5   Payment of Gratuity Act, 1972: Payment of Gratuity – exemption – nomination – determination and recovery of the amount of gratuity.

UNIT 6   Payment of Wages Act, 1936: Objects, provisions relating to responsibility for payment of wages

UNIT 7   Fixation of wage periods, time of payment, deduction and fines

UNIT 8   Maintenance of records and registers, inspectors appointment of authorities and adjudication of claims.

UNIT 9   Minimum Wages Act, 1948: Objects, fixing of minimum rate or wages – procedure for fixing and receiving minimum wages

UNIT 10   Appointment of advisory board – payment of minimum wages, maintenance of registers and records contracting out

UNIT 11   An Act to provide for fixing minimum rates of wages in certain employments. Powers of appropriate government offences and penalties.

UNIT 12   Industrial Employment(Standing Orders) Act, 1946: Provisions regarding certification and operating of standing orders .

UNIT 13   Duration and modification of standing orders – power of certifying officer – interpretation of standing orders.

UNIT 14   Trade Union Act, 1926: Registration of Trade Unions, rights, and liabilities
            trade unions – procedure – penalties

REFERENCE

1   Bare Acts
2   Kapoor N D, Industrial Laws
3   Shukla M C, Industrial Laws
4   Tax Mann, Labour Laws, 2008.

30823 - TRAINING AND DEVELOPMENT

Objective:

- To know the basic concept of training and development
- To understand the various training method

UNIT 1   Training: Meaning – Definition – Need – Objectives – Difference among education, training and development - Training, Development and Performance consulting – Design of HRD systems – Development of HRD strategies

UNIT 2   Levels of Training: Individual, operational and organizational levels – horizontal , vertical , top , bottom& official training.

UNIT 3   Training Organisation: Need assessment of Training- Organisational structure of training organizations

UNIT 4   Training in manufacturing and service organizations – GST – Tax slap for state and central - Professional tax. Organisational analysis, task analysis and individual analysis – consolidation..

UNIT 5   Duties and responsibilities of training managers – Challenges – Selection of trainers: Internal and external.

UNIT 6   Employees Training: Meaning – Need – importance = implications – features – functions- organizational climate for training and development

UNIT 7   Areas of training: Knowledge, skill, attitude – Methods of training: On the job – Off the job.

UNIT 8   Executive Development Programmes: Meaning – Need –importance – nature – scope – implications

UNIT 9   Methods of evaluation of effectiveness of training - development programmes - Key performance parameter

UNIT 10   Evaluation of Training: Evaluation of training - meaning – nature – significance - types – implications

UNIT 11   Concept of return on Investment and cost benefit analysis –ROI – IRR – CPA-CBA Linking training needs and objectives of various theories of learning and methods of training

UNIT 12   Current practices in assessing training and development – latest scenario of assessing training. Learning cycles – factors for fixing duration – selection of participants – choice of trainers

UNIT 13   Training and Development in India: Government policy on training – budget estimate – allocation - CSR - Conducting the programs – ice breaking and games – relevance of culture of participants

UNIT 14   Training Institutes in India – Management Associations – Development programmes in Public and Private Sector organization- – Cost benefit analysis – Role of trainer and line manager in evaluations – Design of Evaluation – Kirkpatric's model

REFERENCES

1. Sikula A F, Personnel Administration and Human Resource Development, John Wiley and Sons, New York.

2. Ahmed Abad, Management and Organisational Development, RachanaPrakashan, New Delhi.

3. Memoria C B, Personnel Management, Himalaya Publishing House, Mumbai.

4. Larney M C & William J, Management Training: Cases and Principles, Richad D Irwin, Illinois.

5. RudraBaswaraj, Personnel Administration Practice in India, Vaikunta Lal Mehta Inst. of Co-op. Management, Pune.

6. Human Resources Development – Theory and Practice, Tapomoy Deb Ane Books India, 2008.

7. Human performance consulting, James. S. Pepitone, Guely publishing Company, Houston,2006.

30824 - BUSINESS ENVIRONMENT

Objectives:

- To understand the concepts and constituents of Business environment
- To know the environmental issues in the business context
- To analyze the changes in the global environmental relating to business

UNIT 1   Business Environment: Introduction: Concepts – Significance - Dynamic factors of environment – Importance of scanning the environment – Macro and Micro Environment – Micro and Macro Economics to the business – Constituents of Business environment

UNIT 2   Fundamental issues captured in PESTLE– Political, Economic, Socio-cultural, Technological, Legal and Ecological environment- Opportunities and Threats as environmental issues to address by Businesses.

UNIT 3   Political Environment: Government and Business – Political Systems, Political Stability and Political Maturity as conditions of business growth - Role of Government in Business: Entrepreneurial, Catalytic, Competitive, Supportive, Regulative and Control functions

UNIT 4   Government and Economic planning: Industrial policies and promotion schemes – Government policy and SSI – Interface between Government and public sector - Guidelines to the Industries – Industrial Development strategies; salient features, Role of public and private sectors, Comparative cost dynamics.

UNIT 5   Economic Environment: Phase of Economic Development and its impact-GDP Trend and distribution and Business Opportunities – capacity utilisation – Regional disparities and evaluation - Global Trade and investment environment.

UNIT 6   Financial System and Business capital: Monetary and Fiscal policies - Financial Market structure – Money and Capital markets – Stock Exchanges and Its regulations – Industrial Finance - Types, Risk - Cost-Role of Banks; Industrial Financial Institutions - Role of Management Institutions

UNIT 7   Role of Central Bank- Fiscal System: Government Budget and Taxation Measures- Fiscal Deficits and Inflation- FDI and collaboration –Foreign Capital tapping by businesses- Export-Import policy – Foreign Exchange and Business Development.

UNIT 8   Labour Environment: Labour Legislation – Labour and social securities – Industrial Relations – Trade Unions – Workers participation in management – Exit Policy – Quality Circles.

UNIT 9   Social and Technological Environment: Societal Structure and Features-Entrepreneurial Society and its implications for business – Social and cultural factors and their implications for business- Technology Development Phase in the Economy as conditioner of Business Opportunities

UNIT 10   Technology Environment: Technology Policy- Technology Trade and transfer- Technology Trends in India- Role of Information Technology – Clean Technology. – Time lag in technology – Appropriate technology and Technology adoption- Impact of technology on globalization.

UNIT 11   Legal and Ecological Environment: Legal Environment as the all-enveloping factor from inception, location, incorporation, conduct, expansion and closure of businesses – IDRA and Industrial licensing – Public, Private, Joint and Cooperative Sectors.

UNIT 12   Legal Aspects of Entering Primary and Secondary Capital Markets- Law on Patents- Law on Consumer Protection- Law on Environmental Protection- Need for Clean energy and Reduction of Carbon footprint.

UNIT 13   New Economic Policy Environment in India: Liberalization, Privatization and Globalization (LPG): Efficiency Drive through Competition- Facets of Liberalization and impact on business growth

UNIT 14   Aspects of Privatization and impact on business development– Globalization and Enhanced Opportunities and Threats – Extended competition in Input and Output Markets Role of WTO, IMF and World Bank in global economic development.

REFERENCES

1.   Brooks, Weatherston, Wilkinson, International Business Environment, Pearson, 2010.

2.   Steiner & Steiner, Business, Government and Society: A Managerial Perspective, McGraw-Hill, 2008.

3.   Mohinder Kumar Sharma, Business Environment in India, South Asia Books.

4.   Adhikary M, Economic Environment of Business, Sultan Chand & Sons.

5.   Amarchand D, Government and Business, TMH.

6.   Francis Cherunilam, Business Environment and Development, Himalaya Publishing House, 2008.

7.   Maheswari & Gupta, Government, Business and Society.

30831 - BUSINESS LAW

Objectives:

- To understand the legal structure and provision for running a business
- To learn various acts, enactments and amendments of mercantile law
- To know the various aspects of Business law for legal process.

UNIT 1   Indian Contract Act 1872: Contract – Meaning – Essential elements – Nature and formation of contract: Nature, elements, Classifications of Contracts on the basis of Validity, Formation and Performance– offer and acceptance

UNIT 2   Offer and Acceptance: Introduction – Proposal – acceptance – Communications of offer, Acceptance and Revocations – Offer and acceptance by Post.

UNIT 3   Consideration: Definitions, Types of consideration – essentials of Consideration – Privity of Contracts: Exceptions – Capacity: Consent – Legality of object – Quasi contract Discharge of contract - Remedies for breach of contract – Quasi contracts.

UNIT 4   Special Contracts: Contract of Indemnity and Guarantee – Bailment and Pledge – Law of Agency-Definition – Rights of Surety -Discharge of Surety – Bailment and Pledge: Introduction, Classifications, Duties and Rights of Bailer and Bailee – termination of Bailment -

UNIT 5   Formation of contract under Sale of Goods Act, 1930: Contract of sale - Conditions and Warranties - Transfer of property - Performance of the contract: Essentials of valid tender performance, Performance reciprocal promise- Rights of an unpaid seller.

UNIT 6   Laws on Carriage of Goods: Duties, Rights and Liabilities of Common Carriers under: (i) The Carriers Act, 1865. (ii) The Railways Act, 1989, (iii) The Carriage of Goods by Sea Act, 1925, (iv) The Carriage by Air Act, 1972 and (v) The Carriage By Road Act, 2007

UNIT 7   Negotiable Instruments Act, 1881: Negotiable Instruments: Features – Types-Parties – Material alteration – Parties to negotiable instruments – Presentations of negotiable instrument.

UNIT 8   Insurance: Definition and sources of Law – Judicial set up in India — Insurance as a contract -History of Insurance Legislation in India - Legal principles - Fundamental Principles of Life Insurance Fire Insurance and Marine Insurance.

UNIT 9   Indian Partnership Act, 1932: Meaning and test of partnership – registration of firms Life Insurance Corporation Act 1956 – General Insurance Business Nationalization Act 1973.

UNIT 10   Partners Relations: Introduction – Eligibility to be a partner – Registration of change in partner – Limited Liabilities of partnership - Dissolution of firms -

Characteristics – Kinds – Incorporation of Companies – Memorandum of Association – Articles of Association

UNIT 11   Companies Act 1956: Nature and kinds of companies – Prospectus – Disclosure Needs - Management and Administration – Director – Appointment, Powers and Duties

UNIT 12   Formation of a Company : Introduction – process - Minutes and Resolutions – E-Filling of documents under Ministry of Corporate Affairs (MCA) 21- Management of companies –Meetings- Types- Requirements -AGM and EGM – Board Meeting

UNIT 13   Law of Information Technology: Introduction – Rationale behind IT act 2000 – Information technology Act 2000: Scheme of the IT Act 2000: Digital signature: attribution; Acknowledgement and dispatch of Electronics Record – Regulation certifying authorities.

UNIT 14   Protection of minority interest: Introduction - Methods of Winding-up - The Right to Information Act, 2005 Right to know, Salient features of the Act, obligation of public Authority, Designation of Public Information officer, Request for obtaining information,

REFERENCES

1. M.S.Pandit and ShobhaPandit, Business Law, Himalaya Publishing House, Mumbai, 2010.

2. Pathak, Legal Aspects of Business, TMH, 2009.

3. N.D. Kapoor, Mercantile Law, Sultan Chand & Sons, New Delhi.

4. M.C. Shukla, Mercantile Law, S. Chand & Co., New Delhi.

5. Relevant Bare Acts.

6. Balachandran and Thothadri, business Law, TMH, 2010

30832 - MANAGEMENT INFORMATION SYSTEM

Objectives:
- To learn the principles of Management Information System for organizations
- To understand the uses , function of application MIS in organization
- To analyze the scope of MIS for business organizations

UNIT 1   Foundations of Information System: Information system: Meaning, Role – System concepts – Organization as a system – Components of Information system – Various activities of IS and Types of IS

UNIT 2   Information System: Concepts of Information System and Management information systems design and development-Implementation testing and conversion- Evolution and element of MIS

UNIT 3   MIS : Definition – Characteristics and basic requirements of MIS – Structure of MIS- Approaches to MIS development- Computerized MIS- Pre-requisites of an effective MIS- Limitations of MIS.

UNIT 4   MIS and Decision support System (DSS): MIS Vs. data processing – MIS and decision support system – MIS and information resource management – DSS and AI – Overview of AI - DSS models and software.

UNIT 5   MIS and Operations Research- Executive information and Decision support systems – Artificial intelligence and expert system – Merits and De Merits – Pitfalls in MIS.

UNIT 6   MIS in Indian organizations – Recent developments in information technology - Installation of Management Information & Control System in Indian organization

UNIT 7   Computers and Communication: Information technology and Global integration –On-line information services – Electronic bulletin board systems – The internet, electronic mail, interactive video

UNIT 8   Communication Channels: Advantages disadvantages – Communication networks – Local area networks – Wide area networks – Video conferencing-Relevance to MIS- Usage in Business process.

UNIT 9   Functional Information systems: MIS for Research Production - MIS for Marketing - MIS for Personnel - MIS for Finance - MIS for Inventory- MIS for Logistics- MIS for Product Development- MIS for Market Development.

UNIT 10   Client/ Server Computing: Communication servers – Digital networks – Electronic data interchange and its applications - Enterprise resource planning systems (ERP Systems) – Inter-organizational information systems – Value added networks – Networking.

UNIT 11   Electronic Commerce and Internet: E-Commerce bases – E-Commerce and Internet – M-Commerce- Electronic Data Inter-change (EDI) - Applications of internet and website management - Types of Social Media - uses of social media in business organization

UNIT 12   Computer System and Resources: Computers systems: Types and Types of computer system processing - Secondary storage media and devices – Input and output devices – Hardware standards – Other acquisition issues.

UNIT 13   Managing Information Technology: Managing Information Resources and technologies – IS architecture and management - Centralized, Decentralized and Distributed - EDI, Supply chain management & Global Information technology Management.

UNIT 14   Security and Ethical Challenges: IS controls - facility control and procedural control - Risks to online operations - Denial of service, spoofing - Ethics for IS professional - Societal challenges of Information technology

REFERENCES

1. James O'Brien & George Marakas, Management Information Systems, McGraw Hill, 2011.

2. Kenneth Laudon & Jane Laudon, Essentials of MIS, Prentice Hall, 2010.

3. Lisa Miller, MIS Cases: Decision Making with Application Software, Prentice Hall, 2008.

4. David M. Kroenke, Experiencing MIS, Prentice Hall, 2011.

5. Kenneth C. Laudon, MIS: Managing the Digital Firm, Prentice Hall, 2005.

6. Sadogopan S, Management Information Systems, 2001PHI.

7. Murdie and Ross, Management Information Systems, Prentice Hall.

8. Henri C. Lucas, Information Systems Concepts for Management, McGraw Hill, 1994.

9. Stephen Haag, Management Information Systems, 2008.

30833 - INDUSTRIAL RELATIONS MANAGEMENT

Objective:

- To gain knowledge about the trade unions
- To know the basic concept of industrial relations management

UNIT 1   Constitution of India – Salient features – Fundamental rights and directive principles of State policy – Labour movement

UNIT 2   Concept of labour movement and Union Organization – Trade union movement and various phases of the movement – Trade unions and economic development.

UNIT 3   Development of Trade Unionism in India – Historical retrospect – Central organization of workers in India – Role of internal trade union

UNIT 4   Inter and intra union rivalries – Union recognition – International Labour Movement: ICFTU – WFTU – ILO – History

UNIT 5   objective and functions – Convention and recommendations – PCR rights and duties – functions - problems-Voluntary Welfare Measures – Statutory Welfare Measures – Labour – Welfare Funds – Education and Training Schemes

UNIT 6   Concept of Industrial Relations – Social obligations of industry – Role of government employers and the unions in industrial relations

UNIT 7   Industrial relations machinery – Joint consultation – Works committee – Negotiation: Types of Negotiations – Conciliations

UNIT 8   Adjudication, voluntary arbitration – Workers participation in industry – Grievance procedure.

UNIT 9   Process of collective bargaining – Problems and prospects – Bipartisan in agreements – Code of conduct and code of discipline –

UNIT 10   Wage boards – Reports of wage boards – Management of strikes and lockouts – measures to stop strikes and lock outs Disputes – Impact – Causes – Prevention – Industrial Peace – Government Machinery – Conciliation – Arbitration – Adjudication.

UNIT 11   Employee safety programme – Types of safety organization – functions – implications – features - Industrial Relations problems in the Public Sector – Growth of Trade Unions – Codes of conduct.

UNIT 12   Safety committee – Ergonomics – Damage control and system, safety – insurance – grievance redressal.

UNIT 13   Employee communication – House journals – Notice boards suggestion schemes – upward communication, personnel counselling and mental health –

UNIT 14   Educational and social development – modern trends – employee education – NGC .Child Labour – Female Labour – Contract Labour – Construction Labour – Agricultural Labour – Differently abled Labour –BPO & KPO Labour - Social Assistance – Social Security – Implications

REFERENCE

1. Bhagoliwal T N, Personnel Management and Industrial Relations, Agra Publishers, Agra.

2. ArunMonappa, Industrial Relations, Tata McGraw Hill, New Delhi.

3. Michael V P,HRM and Human Relations, Himalaya Book House, Mumbai.

4. *Mamoria C.B. and Sathish Mamoria, Dynamics of Industrial Relations, Himalaya Publishing House, New Delhi, 2010.*

5. *Arun Monappa, Ranjeet Nambudiri, Patturaja Selvaraj. Industrial Relations & Labour* Laws.Tata McGraw Hill. 2012

30834 - PRINCIPLES OF ECONOMICS

Objectives :

- A general knowledge of microeconomics: demand and supply, market mechanism, market failures, competition
- To understand concept and theories of Economics

UNIT 1	Exploring the subject matter of economics-Why study economics? Scope and Method of Economics; The Economic Problem: Scarcity and Choice. Reading and working with Graphs.
UNIT-2	Introduction to Managerial Economics- Nature, Scope, Definitions of. Managerial Economics, Application of Managerial Economics to Business, Micro Vs. Macro Economics, opportunity costs, Time Value of Money, Marginalism, Incrementalism, Market Forces and Equilibrium.
UNIT 3	Consumer Behaviour-Cardinal Utility Approach: Diminishing Marginal Utility, Law of Equi-Marginal Utility, Ordinal Utility Approach: Indifference Curves, Marginal Rate of Substitution, Budget Line and Consumer Equilibrium.
UNIT 4	Demand Analysis- Theory of Demand, Law of Demand, Movement along vs. Shift in Demand Curve, Concept of Measurement of Elasticity of Demand, Factors Affecting Elasticity of Demand, Income Elasticity of Demand, Cross Elasticity of Demand.
.UNIT 5	Theory of Production- Meaning and concept of Production, Factors of Production and Production Function, Fixed and Variable Factors, Law of Variable Proportion (Short Run Production Analysis), Law of Returns to a Scale (Long Analysis),
UNIT 6	Cost - Concept of Cost, Cost Function, Short Run Cost, Long Run Cost, Economics and Diseconomies of Scale, Explicit cost and Implicit Cost, Private and Social Cost.
UNIT 7	Marginal revenue and Marginal cost Meaning- – Optimum firm and Representative firm. Nature of costs in economics – Opportunity cost Vs Real cost
UNIT 8	Fixed costs Vs Variable costs – Notion of marginal cost – Equilibrium of industry – Conditions of competitive equilibrium.
UNIT 9	Interest – Interest as reward for waiting – Liquidity preference theory. Profit – Risk and uncertainty – Normal profits – Marginal productivity and profits.
UNIT 10	Markets – Nature of competition-Meaning- Importance – Implication – Types of competition: Monopoly
UNIT 11	Firm's Behaviour- Pricing Under Perfect Competition, Monopoly, Monopolistic Competition, Oligopoly, Duopoly, Bilateral monopoly,

Monopolistic competition. Price theory and practices: Price discrimination under perfect competition

UNIT 12   Distribution: Wages – Marginal productivity–Theory of wages-
                 Collective bargaining – Wage differentials – Wages and productivity
                 Wage regulation.

UNIT 13   Rent – Scarcity Vs Differential rents – Quasi rent– Rent as surplus
                 over transfer earnings – Rent as economic surplus.

UNIT 14   Macro Economic Analysis- Theory of income and employment,
                 Classical, Modern (Keynesian), Approach. Macro-Economic
                 Variables, Circular flow of income, National Income Concepts,
                 definition and its measurement.

REFERENCE BOOKS :

1. *Stonier &Hage, Economic Theory*
2. *Samuelson Paul A, Economics*
3. *Edward Nevin, Text book of Economic analysis*
4. *Mehta P L, Managerial Economics.*

30841 - COMPENSATION MANAGEMENT

Objective:

- To know the Theories and factors of wages
- To understand the technique of compensation management

UNIT 1   Introduction to Compensation, Rewards, Wage Levels and Wage Structures; Introduction to Wage -Determination Process and Wage Administration rules; - Pay - Compensation based on macroeconomic - micro economic factors – wage settlement – safety measures

UNIT 2   Introduction to Factors Influencing Wage and Salary -Structure and Principles of Wage and Salaries Administration Wage theories – Evaluation of theories – Components of compensation – implications – problems – prospects

UNIT 3   Introduction to Minimum Wages; Introduction to Basic Kinds of Wage Plans; Introduction to Wage-Differentials & Elements of a Good Wage Plans Wage Fixation Factors: Job factors – Personnel factors – Company factors

UNIT 4   Trade unionism – Price levels – Competition factors – perfect competition – imperfect competition

UNIT 5   Pay Fixation Process: Surveying pay and compensation practices – Designing pay structure.

UNIT 6   Incentive Schemes: Monetary and Non-monetary dimensions – Incentive plans – Incentives for direct and indirect categories

UNIT 7   Introduction to Importance of Wage Differentials; Introduction to Executive Compensation and Components of Remuneration Individual/ group incentives – Fringe benefits/ perquisites – Profit sharing

UNIT 8   Introduction to Nature and Objectives of Job Evaluation; Introduction to Principles and Procedure of Job Evaluation Programs; Introduction to Basic Job Evaluation Methods; Employee Stock Option Plan – Non-monetary incentive schemes: Types and relevance.

UNIT 9   Performance Linked Compensation: Measuring performance – KPP - implications – problems- prospects Introduction to Implementation of Evaluated Job; Introduction to Determinants of Incentives; Introduction to Classification of Rewards; Incentive Payments and its Objectives.

UNIT 10   Introduction to Institutional Mechanisms for Wage Determination Performance parameters – service benefit – merit cum reward –citation – token of gift - promotions

UNIT 11   Performance compensation – Structure – measures – Key performance parameters - Control of employee cost – implications - problems.

UNIT 12   Legislations regarding Compensations – Key provisions of Payment of Wages Act, Minimum Wages Act and Payment of Bonus Act.

UNIT 13   Current Trends in Compensation: Executive compensation – International compensation – Challenges and scope. Introduction to Planning Compensation for Executives & knowledge Workers

UNIT 14   Introduction to Wage Incentives in India; Introduction to Types of Wage Incentive Plans- Compensation and satisfaction – Compensation and motivation – Compensation for knowledge personnel.

REFERENCES :

1. Suril G K, Wage, incentives: Theory and Practice.

2. Morris, Principles and Practices of Job Evaluation.

3. Dravid W Belcher, Wage and Salary Administration.

4. Richard Henderson, Compensation Management in a Knowledge Based World.

30842 - GLOBAL HUMAN RESOURCES MANAGEMENT

Objective:

- To understand the functions of Human Resource Management
- To know the process and strategies of Human Resource Management

UNIT 1   Nature and scope of International Human Resource Management (IHRM)-approaches to HRM-differences between domestic HRM and IHRM. Human Resources management: Overview of operative functions – Recruitment – Selection – Integration – Compensation

UNIT 2   Training for development and separation – Challenges and opportunities of globalising HR. Human resource planning in IHRM- recruitment and selection- issues in staff selection of expatriates.

UNIT 3   Global HR Recruitment and Selection: Home – Host – Third country nations – Selection criteria for global assignments

UNIT 4   Global HR - Election process – Challenges of global placements – current scenario.

UNIT 5   Global HR Integration Process: Process of integration – Motivation and team in HR – Cultural adoptability vis-à-vis Individuality

UNIT 6   Managing cross-cultural diversities – Multiculturalism – Organisational culture of MNCs – Experiences of best run companies.

UNIT 7   Global HR Compensation Process: Direct and indirect compensation – procedure – wage linked performance

UNIT 8   International compensation – Pay for performance – Executive incentive pay – Pay differences – Causes and consequences

UNIT 9   Compensation structure in MNCs – types – WTO – IBRD – Implications = problems Training and development -expatriate training-developing international staff and multinational teams. Brain drain and brain bank.

UNIT 10   Global HR Training and Development Practice: Relevance of training and development Compensation-objectives of international compensation approaches of international compensation.

UNIT 11   Area of training – Types: Standard Vs Tailor made training – Cultural assimilations and other approaches

UNIT 12   Impact of different learning styles on training and development – Leadership training-Key issues in International relations-strategic choices before firms-strategic choices before unions-union tactics

UNIT 13   HR Relations Management: Labour relations in the international area – Relationship between employer and employee

UNIT 14   US, Japanese, UK, European approaches to labour relations –Role of strategic management of international labour relations-Issues and Challenges of IHRM.

REFERENCE BOOKS:

1.   Venkataraman C.S &Srivatsava B.K 'Personnel Management and Human Resources, Tata Mcgrew Hill, New Delhi.
2.   Prasad, L.M, Human Resource Management, SulteyChend& Sons, New Delhi.
3.   Edwin Flippo, Personnel Management.
4.   Memoria, CB, Personnel Management, Himalaya Publishing House, Mumbai.

30843 - EMOTIONAL COMPETENCE

Objective:

- To understand types and effects of emotional competence
- To know the strategies of emotional competence

UNIT 1   Emotions: Meaning – Types – Effects – Emotional Intelligence: Meaning – Significance –Working with emotional intelligence

UNIT 2   Emotional Competencies: Meaning – Types: Personal competence – Social competence-intercultural communication- creative and critical thinking

UNIT 3   Self-Marketing: The inner rudder – Source of gut feeling – Power of intuition – Emotional awareness – Recognizing one's emotions and their effects

UNIT 4   Accurate self-assessment – Knowing one's inner resources - abilities and limits – Self-Confidence

UNIT 5   Developing strong sense of one's self-worth and capabilities - Personal Competence: Self-control

UNIT 6   leadership straits-team work- career planning -Keeping disruptive emotions and impulses in check – passive emotions – stress

UNIT 7   Trustworthiness and consciousness – mutual trust – relationship between individual and institutions

UNIT 8   Adaptability – Innovation – Motivation: Achievement drive – Commitment – Initiative Optimism.

UNIT 9   Social Competence: Empathy: Understanding others – Developing others – Service orientation – Leveraging diversity – Political awareness.

UNIT 10   Social Skills: Art of Influence – Communication – Conflict management-Organizational behaviour application of emotion and moods Training and development -Performance evaluation- Job enrichment, job enlargement, job analysis.

UNIT 11   Leadership – meaning - Types – Characteristic – approaches – leaders: Types, scope, controlling techniques - Change catalyst – Building bonds

UNIT 12   Collaboration and cooperation – Team capabilities- Group Vs. team – objectives of team and group – types – nature – Purpose.

UNIT 13 Managing Emotions: Building emotional competence – -Emotional intelligence-Motivation - Definition -Theories -Work environment - Employee involvement – rewarding employees

UNIT 14 Multiple intelligences- emotional intelligence- managing changes-time management-stress management Guidelines for learning emotion – Competence training – Best practices.

REFERENCE BOOKS:

1. Daniel Goleman, 'Emotional Intelligence', Bantam Books.
2. Daniel Goleman, 'Working with Emotional Intelligence', Bantam Books.

30844 - ORGANISATIONAL DEVELOPMENT

Objective:

- To know the concept and scope of Organization Development
- To understand the strategies of Organization Development

UNIT 1   Introduction to Organization Development – Concept – Nature and scope of organizational development

UNIT 2   History of organizational development – Underlying assumptions and values. OD interventions meaning – methods - classifications of interventions - team interventions

UNIT 3   Gestalt approach of team building - inter group interventions - comprehensive interventions Theory and practice of organizational development – Operational components

UNIT 4   Diagnostic, action and process – Maintenance component – nature – scope – implications

UNIT 5   Action Research as a process – An approach – History – Use and varieties of action research

UNIT 6   When and how to use action research in organizational development – concept - nature.

UNIT 7   Organizational development interventions – Team interventions – Inter-group interventions

UNIT 8   Personal, interpersonal and group process interventions – implications- OD diagnosis - action component - OD interventions - action research - its application and approach

UNIT 9   MBO - quality circle – TQM - QWL (quality of work life) Physical setting etc., Training – T groups - coaching and mentoring and other methods

UNIT 10   Implementation and assessment of organizational development – Conditions for success and failure

UNIT 11   Ethical standards in organizational development – Organizational development and organizational performance – Implications.

UNIT 12   Key consideration and issues in organizational development- Comprehensive interventions – Structural interventions.

UNIT 13   Models and theories of planned change - teams and teamwork - applied behaviour science Future of organizational development - current scenario – barriers-implications

UNIT 14   Consultant – client relationship - power, politics and OD Research on OD - Indian experiences in organizational development – lesson drawn from abroad

REFERENCE BOOKS:

1. French and Bell, Organizational development, Prentice Hall, 1995.

2. French, Bell, Zawach (Edn) Organization Development: Theory, Practice and Research. UBP.

3. Rosabeth Moss Kanter, The Change Masters, Simon &Schaster.

4. Wendell, L. French, Cecil H. Bell, "Organization Development", Prentice Hall, 6th Edition 2008

5. DURATION OF THE PROGRAMME

The course shall consist of two academic years divided into four semesters.

6. Faculty and Support Staff Requirements

This programme requires the following faculty and supporting staffs

Staff Category	Required
Core Faculty *	3
Faculty – Specialization*	2
Clerical Assistant	1

*At least Assistant Professor Level (Either permanent or part time)

7. Instructional Delivery Mechanism

Each semester there will be one contact programme of 64 hours duration in theory. The SLM (Self Learning Material) will be supplied to the students in print form as well as in CD form. The face to face contact sessions of the programme for theory courses will be held at the head quarter/ Learning Center . The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the Controller of examinations, Alagappa University, Karaikudi.

F) PROCEDURE FOR ADMISSION, CURRICULUM TRANSACTION, ANDEVALUATION

Procedure of Admission
A candidate who has passed any Bachelor Degree from a recognized University in the Pattern of 10+2+3 shall be permitted to appear and qualify for the programme**.**

Curriculum Transactions:

The class room teaching would be through conventional lecture, use of OHP, power point presentation and novel innovative teaching ideas like television and computer aided instruction. Student seminars would be arranged to improve their awareness and communicative skill.

Face to face contact session will be conducted as given in below table.

Course Type	Face to Face Contact Session/semester (in Hours)
4 Theory courses with 4 credits	64
Total	64

Evaluation

The examinations shall be conducted for theory to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. The end semester examinations shall comprise of maximum of 75 marks for each course. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination.

f. 3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for **theory** courses

Component	Marks
Assignments(2) (12.5+12.5)	25
Total	**25**

Question paper pattern (Theory)

- The question paper carries a maximum of 75 marks.
- The question paper consists of three sections namely Part-A, Part-B and Part-C.
- Part-A consists of 10 questions of 2 marks each (10 x 2 = 20 marks) with no choice. The candidate should answer all questions.

- Part-B consists of 5 either or choice questions. Each question carries 5 marks (5 x 5=25 marks).

- Part-C consists of 5 questions. Each question carries 10 marks. The candidate should Answer any three questions (10 x 3 = 30 marks).

Passing minimum

- There shall be no Passing Minimum for Internal.
- For External Examination, Passing Minimum shall be of 50% (Fifty Percentage) of the maximum marks (75) prescribed for the paper.
- In the aggregate (External + Internal) the passing minimum shall be of 50 marks for each Paper
- Grading shall be based on overall marks obtained (internal + external).

Candidate who does not obtain the required minimum marks for a pass in a course shall be required to appear and pass the same at a subsequent appearance.

Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester
G_i = Grade Point obtained for course i in any semester.
n refers to the semester in which such courses were credited

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

Grade Point Average = Sum of the multiplication of grade points by the credits of the courses

Sum of the credits of the courses in a semester

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

CGPA = Sum of the multiplication of grade points by the credits of the entire programme

Sum of the credits of the courses for the entire programme

CGPA	Grad	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

Maximum duration for completion of the course

The maximum duration for the programme shall not exceed five years after the completion of the minimum duration of the programme.

Commencement of this regulation

These regulations shall come into effect from the academic year 2018-19 for students who are admitted to the first year of the course during the academic year 2018-19.

Fee structure

Sl. No.	Fees Detail	Amount in Rs.	
		First Year	**Second Year**
1	Admission Processing Fees	300	-
2	Course Fees	5000	5000
3	ICT Fees	150	150
	TOTAL	**5450**	**5150**

G) REQUIREMENT OF THE LIBRARY RESOURCES:

LIBRARY RESOURCES

The Central Library is one of the important central facilities of Alagappa University. It has text book, reference books, conference proceedings, back volumes, standards, and non-book material such as CD-ROMs and audios. The central Library procured several e-books in different areas. The library also subscribes to about 250 current periodicals. The Directorate of Distance Education of Alagappa University has adequate number of copies of books related to Management Programme.

COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sl. No.	Nature of Expenditure	Amount in Rs. (Approx.)
1	Programme Development	10,00,000/-
2	Programme Delivery	20,00,000/-
3	Programme Maintenance	3,00,000/-

i) QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME OUTCOMES

- The feedback from students on teaching will be collected every semester using standard formats.
- Feedback on the curriculum will also be collected from the experiences of the students which help teachers in fine tuning of deliverables in the classroom.
- It helps in improving the standard of teaching as expected by the students.
- Exit survey feedback on various parameters to improve and quality of the programme and support services like course material, library and infrastructure.
- It helps to Strengthen the contents of the program to meet the requirements of the employment market and keep the curriculum as a treasure of knowledge.
- This programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes.

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ALAGAPPA UNIVERSITY
[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle]
KARAIKUDI

Minutes of the Meeting of the Board of Studies in Management (Distance Education) held at the Directorate of Distance Education, Alagappa University, Karaikudi – 630 003, on 06.09.2017 at 11.00 am.

Members Present

1. Dr. S. Kaliyamoorthy	-	Chairman
2. Dr.G. Jayabal	-	Member
3. Dr.R. Perumal	-	Member
4. Dr.S. Rajmohan	-	Special Invitee
5. Mr.S. Prabhu	-	Special Invitee

At the outset, the Chairman has extended a warm welcome to all the Members of the Board and briefed the need and purpose of the meeting.
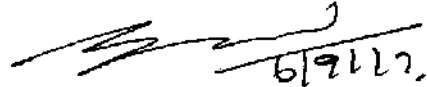
The board has considered and scrutinized the Regulations and Syllabi for the following UG, PG and PG Diploma Programmes in the field of Management to be offered through ODL mode.

S.No.	U.G. Programmes	P.G. Programmes	PG Diploma Programmes
1.	BBA	M.A.(Public Administration)	Hospital Administration
2.	B.A. (Public Administration)	M.A.(Personnel Management & Industrial Relations)	Human Resource Management
3.	BBA(Banking)	M.B.A (General)	Business Management
4.	-	MBA(International Business)	Personnel Management & Industrial Relations
5.	-	MBA(Corporate Secretaryship)	-
6.		MBA(Banking & Finance)	
7.	-	MBA(Project Management)	
8.	-	MBA(Hospital Management)	-
9.	-	MBA (HumanResourceManagement)	-
10.	-	MBA(Education Management)	-
11.	-	MBA(Retail Management)	-
12.	-	MBA(Technology Management)	-
13.	-	MBA(Logistics Management)	-
14.	-	MBA(Corporate Management)	-
15.	-	MBA(Financial Management)	-
16.	-	MBA(Marketing Management)	-
17.	-	MBA(System Management)	-
18.		MBA(Production and OperationManagement)	-
19.	-	MBA (Tourism)	-
20.	-	MBA (Cooperative Management)	-
21.	-	MBA Five Years Integrated	-

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The board has unanimously resolved to approve the Regulations and Syllabi of the various above mentioned UG, PG and PG Diploma Programmes proposed to be offered through ODL mode. The approved Regulations and Syllabi of the above mentioned programmes are provided in the Annexure-I

Finally the meeting came to end with a formal vote of thanks.

(R. PERUMAL)   (G. JAYABAL)

(S. PRABHU)   (R.S. RAJMOHAN)

(S. KALIYAMOORTHY)