



Punjab Association's
ANNA ADARSH COLLEGE FOR WOMEN

(Affiliated to University of Madras)
Re-accredited by NAAC with A++ Grade
2(f) Status under UGC Act

CRITERION 2

Course Handout
Arts, Science & Management
2022-2023



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Verified & Certified Documents

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R. Shanki

PRINCIPAL

PRINCIPAL
ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR, CHENNAI-600 040.





ANNA ADARSH COLLEGE FOR WOMEN DEPARTMENT OF BUSINESS ECONOMICS

DEPARTMENT HANDOUT

2022-2023



DEPARTMENT OF BUSINESS ECONOMICS

1. PREAMBLE

Business Economics as a subject of study has increasingly gained acceptance as a practical applied branch of knowledge. Today's business organizations work under a dynamic set of conditions fraught with opportunities and risks. Hence the success lies in making informed choices in the midst of an ever-changing business environment. It involves the application of the basic conceptual tools of economics to arrive at right choices in business. The choice of strategies are made by a proper integration of information literacy, analytical enquiry and reasoning skills complemented with theories, concepts, practices and skills with a view to address social, civic environmental and economic issues. It also examines the role of government interventions with a view to achieve the avowed goals for an integrated economic development which encompasses the consumer and the producer. It has thus been primordially responsible for creating wide employment opportunities in the area of business analytics and in a wide array of jobs.

2. PROGRAMME BASED OUTCOMES

The programme learning outcomes are the admixture of the focus on the outcomes to be achieved from the teacher and learners point of view. It enables an attainment of a fund of knowledge in the discipline of study coupled with the attainment of a critical thinking and higher order cognitive skills. The ability to apply their knowledge in the field of economics and to device practical solutions and strategies ethically, are also focused here. It helps the student to carry out a range of activities like recalling, explaining, demonstrating, experimenting, appraising and designing, either individually or collectively within the domain of the knowledge of economics.

- Enhance the students through improving their communication skills, overall personality development and their competency level to face their life.
- To acquire knowledge about the various economic theories and its applicability in daily life and various sectors of the society.
- To supplement the above with an interdisciplinary training to obtain a better understanding. Developing the problem solving skills of the students.
- To empower the women through encouraging them to become successful entrepreneurs.
- To acquire the knowledge about the various financial institutions and the financial services done by them.
- Inculcate knowledge about the banking sector and its various function

- Aspiring the students to prepare and participate for various competitive exams such as TRB, UPSC Civil Service Examination, TNPSC (Group - I, Group - II, Group - III and Group - IV service), Banking exams.
- To motivate the students to pursue their higher studies on economics and various subjects such as MBA, M.Com., MSW, M. Sc. (Psychology) etc...
- Improved the quality of lifestyle of these students through inculcating the moral and ethical values through providing skill development programmes
- Enhance the ability of the students to do their own startups through providing the training programmes with the collaboration of Khadi & Village Industries Commission (KVIC).
- Motivate the students to participate in various competitions and hence improve their sportsmanship and the competency level.

3. NATURE AND EXTENT OF THE PROGRAMME

It encompasses an adequate knowledge of the theories and subject matter of economics to attain the maximization of individual and societal welfare and issues pertaining to it. The theoretical knowledge ranging from fiscal, monetary, micro macro, health, international and other developmental spheres of economics are taught with a quantitative backdrop to obtain a totalistic perspective. An extensive use of mathematics is introduced here to facilitate analysis with the prime objective of providing an in depth understanding of the core economic models and methods to make more relevant to the corporate world. Additional knowledge from other related branches like accounting, history and fundamental aspects of management are intertwined in to the programme to obtain a better grip and understanding of the subject.

4. GRADUATE ATTRIBUTES

The graduate should possess a sound knowledge base of the subject, be capable of conducting investigations and skillfully identify, formulate, analyze and solve real life economic issues. He should be able to develop and design solutions to complex economic problems through appropriate use of the acquired fund of knowledge. He should inculcate the innate ability to freely communicate and multi-task in a multi disciplinary setting, within the boundaries set by the society thus promoting equity and justice. This will help him embark on a lifelong learning process in his chosen field of interest.

5. COURSE STRUCTURE:

SEMESTER I

Course Component	Name of the Paper	Ins Hrs	Credit	Max Marks		Total
				Int	Ext	
PART I	Tamil/Other Language Paper -I	6	3	25	75	100
PART II	BP2-ENG01-Communicative English-I	3	3	50	50	100
PART III	BBE-DSC01 - Principles of Economics-I	6	4	25	75	100
	BBE-DSC02 - Economics of Money and Banking-I	6	4	25	75	100
	Allied Paper I: To be selected from the list of allied subjects	5	5	25	75	100
PART IV	Basic Tamil/Advanced Tamil/NME-I*	-	2	25	75	100
	BP4-EASS01-English for Arts and Social Sciences-I	4	4	50	50	100

*NME-I: CHOOSE ANY ONE PAPER FROM THE OTHER DEPARTMENT

SEMESTER II

Course Component	Name of the Paper	Int. Hrs	Credit	Max Marks		Total
				Int.	Ext.	
PART I	Language Paper – II	6	3	25	75	100
PART II	BP2-ENG02-Communicative English-II	3	3	50	50	100
PART III	BBE-DSC03 - Principles of Economics- II	6	4	25	75	100
	BBE-DSC04 - Economics of Money and Banking-II	6	4	25	75	100
	Allied Paper II - To be selected from the list of allied subjects	5	5	25	75	100
PART IV	Basic Tamil / Advanced Tamil / NME-II *	-	2	25	75	100
	BP4-EASS02-English for Arts and Social Sciences-II	4	4	50	50	100

*NME-II: CHOOSE ANY ONE PAPER FROM THE OTHER DEPARTMENT

SEMESTER III

Course Component	Subjects	Inst. Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-I	Language Paper-III	6	3	75	25	100
Part-II	BP2-ENG03-Language Through Literature - I	6	3	50	50	100
Part-III	BBE-DSC05 - Statistics for Business Analysis-I	6	4	75	25	100
	BBE-DSC06 - Entrepreneurial Development- I	6	4	75	25	100
	Allied Paper –III-To be Chosen from the list	6	5	75	25	100
Part-IV	Soft Skill - To be Chosen from the list	-	3	50	50	100
	Environmental Studies	-	Examination will be held in IV semester			

SEMESTER IV

Course Component	Subjects	Inst. Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part I	Language Paper IV	6	3	75	25	100
Part II	BP2-ENG04-Language Through Literature- II	6	3	50	50	100
Part III	BBE-DSC07 - Statistics for Business Analysis-II	6	4	75	25	100
	BBE-DSC08 - Entrepreneurial Development-II	6	4	75	25	100
	Allied Paper –IV- To be Chosen from the list	6	5	75	25	100
Part IV	Soft Skill - To be chosen from the list	-	3	50	50	100
	Environmental Studies	-	2	75	25	100

SEMESTER V

Course Component	Subjects	Inst. Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-III	BEC-CSC09 - Macro Economics-I*	6	4	75	25	100
	BBE-DSC10 - Public Economics-I	6	4	75	25	100
	BBE-DSC11 - International Economics-I	6	4	75	25	100
	BBE-DSC12 - Indian Economy and Economic Reforms	6	4	75	25	100
	Elective Paper-I- To be Chosen from the List	6	5	75	25	100
Part-IV	Value Education		2			

* Common to B.A. Economics

SEMESTER VI

Course Component	Subjects	Inst. Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-III	BEC-CSC13 – Macro Economics-II*	6	4	75	25	100
	BBE-DSC14 – Public Economics-II	6	4	75	25	100
	BBE-DSC15 - International Economics-II	6	4	75	25	100
	Elective Paper-II-To be Chosen from the List	6	5	75	25	100
	Elective Paper –III- To be Chosen from the list	6	5	75	25	100
Part V	Extension Activities		1			

* Common to B.A. Economics

SEMESTER VI

Course Component	Subjects	Inst. Hrs	Credits	Max. Marks		
				Ext.	Int.	Total
Part-III	BEC-CSC13 – Macro Economics-II*	6	4	75	25	100
	BBE-DSC14 – Public Economics-II	6	4	75	25	100
	BBE-DSC15 - International Economics-II	6	4	75	25	100
	Elective Paper-II-To be Chosen from the List	6	5	75	25	100
	Elective Paper –III- To be Chosen from the list	6	5	75	25	100
Part V	Extension Activities		1			

* Common to B.A. Economics

LIST OF ELECTIVE SUBJECTS:

Course Code	Title
BBE-DSE01	Human Resource Development-I
BBE-DSE02	Human Resource Development-II
BBE-DSE03	Environmental Economics
BBE-DSE04	Organizational Behavior
BBE-DSE05	Fundamentals of Operations Research
BBE-DSE06	Principles of Management

ALLIED SUBJECTS

Course Code	Title	Inst. Hrs	Credit
BBE-DSA01	Basic Financial Accounting	6	5
BBE-DSA02	Marketing–I	6	5
BBE-DSA03	Marketing-II	6	5
BBE-DSA04	Business Ethics & Values	6	5
BBE-DSA05	Financial Markets	6	5
BBE-DSA06	Managerial Economics	6	5
Total			20Credit(4x5)

6. DEPARTMENT FACULTY

Sno	DEPARTMENT	FACULTY NAME	QUALIFICATION
1	BUSINESS ECONOMICS	Dr. SREELATHA P.C.	M.A.,M Phil,PhD
2	BUSINESS ECONOMICS	Dr.PREETHI MAHESH.V	M.A.,M Phil,PhD
3	BUSINESS ECONOMICS	Dr. JEMIMA MERCY.M	M.A.,M Phil,MBA,Ph D
4	BUSINESS ECONOMICS	Dr. ANNE BENEDEXA C.A.	M.A.,M Phil,PhD
5	BUSINESS ECONOMICS	MS. JONY FATHIMA.L	M.A., B.Ed., M.Phil.,SET,MBA, (Ph.D)
6	BUSINESS ECONOMICS	Dr.ANITHA .K	M.A., M.Phil., SET, Ph.D
7	BUSINESS ECONOMICS	Dr. AMUDHA.N	M.A.,M Phil,PhD

SEMESTER I

TAMIL I

பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம் (FIRST SEMESTER)

நோக்கும் கற்றல் பயன்பாடும் (2022 - 2023)

Objective - Syllabus - Out come (2022 -2023)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக்

கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக

வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.

மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.

இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தலும் தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் இலக்கிய வரலாற்றில் தற்கால பைப்பாளர்களையும் பைப்புக்களையும் அறிமுகப்படுத்தித் தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தலும் பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைத் தெரிந்து கொள்ளுதலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்பையக் கற்றுத்தருதேல நோக்கமாகும்.

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி பாடத்திட்டம்

பாடப்பகுப்பு

அலகு - 1

மரபுக் கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

கு.ப.ரா- கனகாம்பரம்

கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்

தமிழ்ச்செல்வன் - வெயிலோடு போய்

தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி

அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

ா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

மிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு

3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல். தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல். தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது. இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது. போட்டித்தேர்வுகளை எதிர்கொள்ளுவதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

□ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course)

Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

□ நாற்காலிக்காரர் - நா.முத்துசாமி

□ தமிழ் இலக்கிய வரலாறு பாடம் தழுவியவை

□ மொழிப்பயிற்சி

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவி நூல் என்று தனியாக இல்லை. (Reference book not applicable)

HINDI I

SUBJECT CODE: CLE1E

YEAR/SEMESTER: I YR/ I SEMESTER

I. COURSE OBJECTIVES:

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence , General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

PART-I - HINDI (With effect from the Academic Year 2015-2016)

I YEAR – I SEMESTER

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I . PROSE (Detailed Study) : HINDI GADHYA MALA Ed. by Dr. Syed Rahamathulla
Poornima Prakashan, 4/7 Begum III Street Royapettah, Chennai – 14.

LESSONS PRESCRIBED :

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:
 1. Personal Applications
 2. Leave Letters
 3. Letter to the Editor
 4. Opening an A/C
 5. Application for Withdrawal
 6. Transfer of an A/C
 7. Missing of Pass Book / Cheque Leaf
 8. Complaints
 9. Ordering for Books

10. Enquiry
- III. OFFICIAL CORRESPONDENCE:
 1. Government Order
 2. Demi Official Letter
 3. Circular
 4. Memo
 5. Official Memo
 6. Notification
 7. Resolution
8. Notice BOOKS FOR REFERENCE :
 1. Karyalayeen Tippiyani : Kendriya Hindi Sansthan, Agra
 2. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan

4/7, Begum III Street, Royapettah, Chennai – 14.

UNITISED SYLLABUS UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books

4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

- COURSE OUTCOMES:

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

FRENCH I

Foundation Course: Paper I-French I

Title of the Paper : Prescribed YEAR I: I SEMESTER

Text and Grammar-I

Objectives:

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Syllabus:

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).
Recommend text : Not applicable

ENGLISH I

COMMUNICATIVE ENGLISH AND PROFESSIONAL ENGLISH

COURSE OBJECTIVES AND COURSE OUTCOMES FOR COMMERCE AND MANAGEMENT

LZ11A-COMMUNICATIVE ENGLISH-I

Subject: COMMUNICATIVE ENGLISH-I Subject Code: LZ11A

Class: I Year Semester: Odd Hours: 90

COURSE OBJECTIVES:

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities.

SYLLABUS

Unit I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)

- i. Essentials of pronunciation
- ii. American and British pronunciation
- iii.

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles

- i. Skimming and scanning
- ii. Diction and tone
- iii. Identifying topic sentences

- b. Reading aloud: Reading an article/report

- c. Journal (Diary) Writing

3. Study Skills - 1

- a. Using dictionaries, encyclopedias, thesaurus

4. Grammar in Context:

Naming and Describing

Nouns & Pronouns

Adjectives

Unit II

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:
Skimming and Scanning

- b. Types of Reading

Extensive and Intensive Reading

- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story

2. Paragraphs: Structure and Types

- a. What is a Paragraph?
- b. Paragraph structure
- c. Topic Sentence
- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and expressions
- g. Types of Paragraphs

3. Study Skills II: Using the Internet as a Resource

- a. Online search
 - b. Know the keyword
 - c. Refine your search
 - d. Guidelines for using the Resources
 - e. e-learning resources of Government of India
 - f. Terms to know
- ### 4. Grammar in Context Involving Action-I
- a. Verbs
Concord

Unit III

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context: Involving Action – II

Verbals - Gerund, Participle, Infinitive
Modals

Unit IV

- 1. Listening and Speaking
 - a. Giving and responding to opinions
- 2. Reading and writing

- a. Note taking
- b. Narrative writing – writing narrative essays of two to three paragraphs
- 3. Grammar in Context:
 - Tense
 - Present
 - Past
 - Future

Unit V

- 1. Listening and Speaking
 - a. Participating in a Group Discussion
- 2. Reading and writing
 - a. Reading diagrammatic information
 - interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
- Grammar in Context: Voice (showing the relationship between Tense and Voice)

COURSE OUTCOMES:

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles
Students will improve their reading fluency skills through extensive reading

CORE: PRINCIPLES OF ECONOMICS- I

Learning Objectives

- To introduce the basic concepts of economics
- To teach the utility concepts and consumer surplus
- To inculcate knowledge about the production concepts and law of supply

UNIT – I

Economic problems–Scarcity and choice- Definition of Economics–Adam Smith, Alfred Marshall, Lionel Robbins and Samuelson

UNIT -II

Basic concepts of Microeconomics- Concept of utility –Utility analysis–Total and Marginal Utility - Demand analysis–Indifference curve analysis–Revealed Preference hypothesis (concept only)

UNIT -III

Supply and production decisions–Supply and Law of Supply –Production function- Short and Long run production function–Traditional and modern approach–Leontief- Cobb- Douglas production function

UNIT -IV

Theory of cost – Cost functions and its derivation from Production function–Short and long run costs

UNIT - V

Revenue concepts–Total Revenue, Average revenue and Marginal Revenue–Relationship between AR, MR and elasticity-Nature of

Learning Outcomes:

- Knowledge of the basic concepts of economics
- Insights pertaining to production, production function and producers equilibrium
Knowledge related to supply, law of supply and its elasticity
- It helps to know about the theory of costs and revenues and their relationships in different markets

Reference Books

1. Gregory Mankiw (2014) Economics: Principles and Applications, New Delhi, Cengage Learning India
2. Koutsiyannis A. (2003) Modern Micro Economics – Palgram Macmillan (UK) 2nd Edition.
3. Robert Pindyck and Daniel Rubinfeld (2017) 8th Edn. Micro Economics, Pearson Education.
4. Varian,H.(2000),Intermediate Microeconomics: A Modern Approach, W.W.Norton, NewYork
5. Dwivedi, D.N.,Principles of Economics, Vikas Publishing, 2nd Edn.
6. Jhingan, M.L.,Advanced EconomicTheory, Vrinda Publications, 14th Edition, 2014
7. K.P.M. Sundharam and E.N. Sundharam, Economic Analysis, S. Chand and Sons, 2017
8. K. Jothi Sivagnanam & R. Srinivasan, Business Economics, McGraw Hill Education 2010.

Learning Outcomes

1. It explains the linkages between real and monetary sector through monetary theories.
2. It throws light on the components of money supply and also system of note issue
3. It enables the students to gets awareness of the different types, causes and effects of inflation and deflation.

Reference Books:

1. M.L. Seth, Monetary Economics, S. Chand & Company, 2010
2. K.P.M. Sundharam, Monetary Theory and Practice, S. Chand and Co.
3. Suraj. B. Gupta, Monetary Economics-Institutions, Theory and Policy, S.Chand & Co, 2009
4. M.C. Vaish, Money, Banking, Trade and Public Finance, Lakshmi Narain Agarwal Publishers, 2017
5. R.R. Paul, Monetary economics, Kalyani Publishers, New Delhi, 2013
6. Goldfield and Chandler (1959) The Economics of Money and Banking,H & R Publication.
7. Jagadish Handa: Monetary Economics, Routledge; 1st Edition (18 September 2008)
8. Pierce and Shaw, (1985), Monetary Economics: Theories, Evidence and Policy, Butterworth-Heinemann Ltd; 2nd revised edition.

ALLIED- MANAGERIAL ECONOMICS

Learning Objectives

1. To acquire knowledge of scope, basic concepts and principles of managerial economics.
2. To acquire insights into cost analysis
3. To understand the price and output determination under market structures.

SYLLABUS

UNIT-I

Nature and scope of managerial economics- Role and responsibilities of Managerial economists– Demand Analysis–Elasticity of demand- Demand Forecasting: meaning and methods.

UNIT-II

Cost Analysis-Cost-output relationship- Economies of scale -Cost control– Cost reduction– Production function

UNIT-III

Market structures–Price and output determination under perfect competition, Monopoly, Monopolistic Competition, Oligopoly –Price Leadership–Models–Price Rigidity (Kinked Demand Curve).

UNIT-IV

Pricing methods–pricing of new product–Price regulation–Profit and profit management– Profit planning and Profit forecasting –Break-even analysis.

UNIT-V

Capital budgeting – Cost of capital–Capital management–Project profitability–Methods of appraising project profitability.

Learning Outcomes:

- 1 To understand the price and output determination under market structures
- 2 To acquire knowledge of pricing methods
- 3 To acquire idea of capital budgeting, project profitability and methods of appraising project profitability.

REFERENCE BOOKS:

1. Varshney R.L., and Maheswari M.L., Managerial Economics, Sultan Chand and Sons, 2014
2. Baumol William J, Economic Theory and Operations Analysis, Pearson Education India, 4th Edition, 2015
3. Dean, Joel, Managerial Economics, Prentice Hall Learning India Private Limited, 1979
4. Mote, Paul, & Gupta, Managerial Economics- Concepts and Cases, McGraw Hill Education, New Edition, 2017
5. Savage and Small, Introduction to Managerial Economics, Hutchinson University Library, 1967
6. M.H. Spencer, Managerial Economics- Text, Problems, short cases, Richard, D. Irwin Inc: 3rd Edition, 1968.
7. Salvatore and Srivatsava, Managerial Economics, Oxford Publications, 7th Edition, Adapted Version
8. K. JothiSivagnanam, and R. Srinivasan, (2010), Business Economics, Tata McGraw Hill Education Private Limited, New Delhi.

NME-BASIC ELEMENTS OF LOGISTICS MANAGEMENT

LEARNING OBJECTIVES

1. To familiarize with basic concepts of logistics and supply chain management
2. To understand the escalating importance of logistics and supply-chain management as crucial
3. To learn about Inventory management and physical distribution

SYLLABUS

Unit- I

Logistics - Concept & Significance - Logistics System Fundamentals - Transport System: Railway, Road, Air, Waterways, Pipe Lines, Animals and Animal driven vehicles - Economics of transportation - Stocking Policies - Storage and handling capacities - Warehousing.

Unit- II

Packaging - Principles, functions and types - Containerization - Concepts - Infrastructure - Inventory Policy - Concept of Supply Chain Management and its strategic role in the organization - Intra and Inter Organization Supply Chain.

LEARNING OUTCOMES:

1. To be aware of the distinction between the concept of supply chain and logistics
2. Explain the distribution structure and analysis of different distribution modes.
3. Explain distribution requirements planning and transport regulations

SEMESTER III

TAMIL III

பொதுத்தமிழ் - இரண்டாமாண்டு - மூன்றாம்பருவம்
PART - I - SECOND YEAR - III SEMESTER

நோக்கும் கற்றல் பயன்பாடும்(2022 -2023)

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவைமக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகேளயய பல சமய

இலக்கியங்களும்

போதிக்கின்றன என்பைத உணர வைத்தல். பக்திக்கும் அன்றாட

வாழ்வியலுக்கும் உள்ள

தொடர்பினைப் புரிய வைத்தேல இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிற்றிலக்கியங்களின் வைககளையும் யாப்பின் புது வடிவங்களையும் வெ

தரிந்துகொள்ள

செய்தல். சிற்றிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவத்தல்.

இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம்

காட்டுவதும் இதன்

தையய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் செ சால்வளம் தேவை என்பைத உணர்த்துதல். இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கம் ஆகும். பாடப் பகிர்வு

I. இலக்கியம்

II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III. மாழிப் பயிற்சியும் மொழி பெயர்ப்பும் அலகு I

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் ‘கற்றாங்கு’ எனத் தொடங்கி 11 பாடல்கள்

3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்

4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்

5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள் அலகு 2

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பாய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள் அலகு 3

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
 2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
 3. அருணகிரிநாதர் – விநாயகர் துதி – “நினது திருவடி...” எனத் தொடங்கும் 5 ஆம் பாடல்
- அலகு 4

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள் (பெண்மதி மாலை)

அலகு 5

1. முத்தொள்ளாயிரம் – ஏற்கனேவ உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனேவ உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

III மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல். சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல். நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் பைடத்தேதாடு நில்லாமல் இசையாடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச்

சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மைனத மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல். தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியேவய பயன் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses. 2021 - 2022 onwards.

- ஐ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு
- ஐ மாழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவைமத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

HINDI III
SUBJECT CODE: CLE3H
YEAR/SEMESTER: IYR/IIISEMESTER

Objectives:

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing the unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

II YEAR - III SEMESTER

Paper III Ancient Poetry and Introduction to Hindi Literature (Upto ReetiKaal)

1. Ancient Poetry

Prescribed Text Book : Selections in Poetry (2007)

University Publications University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
 2. Surdas - Bramargeet Saar only
 3. Tulasidas – Vinay ke Pad only
 4. Meera Bai – Pad only
 5. Tiruvalluar (Dharmakaand only)
 6. Biharilal (Dohas 1 to 5)
2. Introduction to Hindi Literature (up to Reethikaal) Lessons Prescribed :
1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
1. Chand Baradai 2. Vidhyapathi and their Works

2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works

3. Literary Trends of Reethikaal – Important Poets :
1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
2. Hindi Sahithya Yug Aur Pravritthiya By:
Dr. SivakumarVarma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradaï and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.
6. Knowledge about the Idolless worship and Prem Marga cult of literature .
7. Knowledge about the Histry of Hindi Litrature upto Reethi Kaal

FRENCH III

Year 2 :Semester III

Foundation Course: Paper III

Title of the Paper: Translation, Comprehension and Grammar- I

Objectives:

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Syllabus :

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

Common for all B.A / B.Sc courses

No of hours :6

Year 2 :Semester IV

Foundation Course: Paper IV-French IV

Title of the Paper: Translation, Comprehension and Grammar-I

Objectives

In teaching French we aim to

-provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture

and literature of France

-enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

-discover another world , another people , another way of life .

-make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita

Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - not applicable

Prescribed textbook: K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

ENGLISH III SEMESTER III

LZ13A - PART II – LANGUAGE THROUGH LITERATURE I

Course Objective

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self-development
To help absorb the values, ethics and attitudes of life and culture expressed in literature

Theme	TEXT	ENGLISH LANGUAGE SKILLS
Language	1.1 Toasted English by <i>R K Narayan</i>	VOCABULARY Etymology of Common Words GRAMMAR TENSES - Simple present vs present continuous -Simple past vs present perfect tense
Attitude	1.2 The Money Box by <i>Robert Lynd</i>	VOCABULARY Etymology of common words GRAMMAR Combining sentences - (While, When etc.)
Ethics	1.3 Economic Possibilities for our Grandchildren by <i>John Maynard Keynes</i>	VOCABULARY Etymology of common words, Words related to a topic GRAMMAR Error identification (the use of articles, punctuation, word classes, subject Verb agreement, etc.) Wh questions , Yes/ No Questions

UNIT 2 : POETRY

Theme	TEXT	ENGLISH LANGUAGE SKILLS
Environment	2.1 The World Is Too Much with Us by William Wordsworth	VOCABULARY Content words and Function words, Compound words GRAMMAR Punctuation
Endurance	2.2 Hope is the thing with feathers by Emily Dickinson	VOCABULARY COMMONLY CONFUSED WORDS –Spelling Pronunciation Mismatch, Silent Letters, Prefixes and suffixes, negative prefixes GRAMMAR Word class conversions – nouns – verbs/ adjectives Conversion of sentences – Active/ Passive, Reported speech
Culture	2.3 Sita by Toru Dutt	VOCABULARY Homophones, homonyms, homographs GRAMMAR Gerunds and participles
Motivation	2.4 If by Rudyard Kipling	VOCABULARY Completing words with incomplete spelling, One-word substitutes / meanings of expressions (textual) GRAMMAR

Social Justice 2.5
If We Must Die by Claud McKay

Phrasal verbs
Conditional Clauses
VOCABULARY
Figures of Speech: simile, metaphor, metonymy, personification, paradox, antithesis, oxymoron
GRAMMAR
Integrated grammar activities / cloze test

UNIT 3 : SHORT STORY

Theme	TEXT	ENGLISH LANGUAGE SKILLS
Contentment	3.1 How Much Land does a Man Need by <i>Leo Tolstoy</i>	PRONUNCIATION Tongue Twisters, -Pronouncing words of foreign origins, -Referring to a dictionary to understand pronunciation
Gender	3.2 The Yellow Wallpaper by <i>Charlotte Perkins Gilman</i>	Filling forms and Letter Writing
Entrepreneurship	3.3 Verger by <i>Somerset Maugham</i>	Converting a story into a play
Humour and Moral Rectitude	3.4 Nanny by Thi Jaa	Descriptive and narrative writing, Writing long essays

UNIT 4 : NON FICTION

Theme	TEXT	ENGLISH LANGUAGE SKILLS
New World	4.1 The Collapse of Meaning in a Post-Truth World by <i>Chi Luu</i>	Writing Blogs Creating Vlogs
Sports	4.2 Way to Mental Health by <i>K C Vijaya Kumar</i>	Writing emails (With inputs on email etiquette)
Heritage	4.3 Ootacamund by <i>S Muthiah</i>	Cover Letter and Resume Writing Introduction to Job Interviews
Arts	4.4 Is this Art, too? by <i>Anjana Premchand</i>	Expressing opinions on contemporary issues/ Argumentative Essays

UNIT 5: ONE ACT PLAY

Theme	TEXT	ENGLISH LANGUAGE SKILLS
Interpersonal Relationship	5.1 A Marriage Proposal by Anton Chekov	Role play Create webpage (Google sites)

Learning Outcomes

After completing the course, the students will be able to

- Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- Become aware of commonly occurring errors and avoid committing them in language use
- Rewrite words and sentences by changing their forms and use them appropriately
- Show improvement in their pronunciation
- Attempt different kinds of writing – essays, emails, blogs, letters etc
- Prepare resumes to face interviews
- Convert short stories into plays or skit
- Role play the scenes and make a dramatic presentation of the scenes
- Create a webpage for themselves and others
- Show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres

CORE-V: STATISTICS FOR BUSINESS ANALYSIS-I

Learning Outcomes:

1. Understand the significance of statistics.
2. Acquire knowledge on diagrammatic and graphic representation of data
3. Compute the various measures of average.

UNIT-I

Nature, significance and limitations of statistics–Collection, Classification and Tabulation of data.

UNIT-II

Diagrammatic and graphic representation – Bar diagrams –Pie diagrams – Histograms – Pictograms– Cartograms– Frequency distribution– Frequency graphs– Ogives –Lorenz Curve.

UNIT-III

Measures of central tendency– Arithmetic Mean, Median and Mode.

UNIT– IV

Measures of Dispersion–Absolute and relative dispersion–Range–Quartile deviation– Mean deviation – Standard deviation– Co-efficient of variation– Percentiles and Deciles.

UNIT-V

Skewness and Kurtosis–Pearsonian measure of skewness –Bowley’s measure of skewness– Kurtosis.

Learning Outcomes:

1. Describe and discuss the key terminology, concepts tools and techniques used in business statistical analysis.
2. Understand and critically discuss the issues surrounding sampling and significance
3. Solve a range of problems using the techniques covered.

Reference Books:

1. S. P. Gupta, Fundamentals of Applied Statistics, S. Chand and Sons, 1993
2. R.S.N. Pillai and V. Bhagavati, Statistics – Theory and Practice, S. Chand & Company, 2017
3. Hooda. R.P., Introduction to Statistics, Mcmillan India Limited, 2005
4. Wonnacott. H. Thomas and Wonnacott. J. Ronald, Introductory Statistics, John Wiley and Sons Inc. New York 1969.
5. Hooda, R.P., Statistics for Business and Economics – Vikas Publishers, 5th Edition, 2013 .

Journal: The Indian Journal of Statistics

CORE VI: ENTREPRENEURIAL DEVELOPMENT-I

Learning Objectives:

1. The overall objective is mainly to help in the rapid growth and provide self employment to young generation, developing managerial ,technical ,financial and marketing skill and inculcating personality traits.
2. To make students know and learn compliance with law.
3. To develop small and medium scale enterprises in order to generate employment and widen the scope of industrial ownership

SYLLABUS

UNIT:I

Meaning of entrepreneur – theories – Classical – Schumpeter's innovations Theory – Other Modern Theories – Uncertainty Theory of Knight – Leibenstein's theory of 'X' efficiency .

UNIT:II

Evolution of Indian Entrepreneurship – Role of Entrepreneurship in Economic Development and Regional Development – Role of Government and Non Government Organisation – Policies and Programmes of Entrepreneur Development.

UNIT:III

Role and importance of Entrepreneurship – Characteristics of an Entrepreneur – Relationship among Entrepreneur, Entrepreneurship and Intrapreneur –Functions of entrepreneur – Types of Entrepreneurs – Classification of entrepreneurs.

UNIT:IV

Small Scale Entrepreneur – Small Scale Industries and Indian Economic Development – Start

ups, Venture Capital – Concessions – Incentives and subsidies to small scale industries – SIDBI, MSME.

UNIT:V

Formation of Business Idea- Classification of Project – Project Appraisal and feasibility report – Contents of Project Report.

Learning Outcomes:

1. Advancing their skill in customer development ,customer validation,
2. Bringing in competitive analysis while utilizing design thinking and process tools to evaluate in real world problems.
3. This training provides individuals with the ability to recognize commercial opportunity.

ALLIED: MARKETING I

Learning Outcomes

1. To acquire knowledge on the scope and significance of marketing
2. To get insight on the various functions of marketing
3. To understand product planning and various channels of distribution

UNIT-I

Nature, scope and significance of marketing –Evolution of marketing–Basic concepts of marketing -Different types of markets-Modern marketing-Marketing environment

UNIT-II

Functions of marketing–function of exchange–Function of physical distribution– Storage and warehousing –Transportation–Facilitating function – Grading and Standardization - Branding, packaging and labeling –Marketing information system-Marketing research–Marketing risk- Marketing finance.

UNIT-III

Product – New product – Product planning and development–Product Life Cycle-Marketing structure–Wholesalers and retailers –Functions and services of wholesalers–Retail distribution– Basic retail structure-Large, Medium and Small scale retail institutions– Supermarkets– Departmental and chain stores.

UNIT-IV

Marketing of manufactured goods–Manufactured consumer goods–Manufactured industrial goods– Classification – Channels of Distribution

UNIT-V

Marketing of agricultural products- Regulated and organized markets–Co-operative marketing bodies- e NAM.

Learning Outcomes:

- 1 Subject brings out the marketing process adopted for various goods.
2. It helps to take decision-making in various steps of marketing.
3. It helps to undertake marketing research.

REFERENCE BOOKS:

1. R.S.N.Pillai and Bagavathi “Modern marketing-Principles and Practices – S. Chand & Sons.
2. Philip Kotler and Kevin Lane Keller “ Marketing management” – Pearson , 15th Edn., 2012
3. Rajan Saxena, “ Marketing Management” – Mc Graw Hill Education Pvt. Ltd., 2017
4. Rajan Nair, “Marketing”, Sultan Chand and Sons, 2019
5. C.B. Mamoria, Pradeep Jain, Prith Mitra, “Theory and Practice of Marketing” Kitab Mahal Publishers, 2013

JOURNALS

Journal of Marketing Management – Tailor and Francis online Journal of Marketing International
Journal of Marketing Management Indian Journal of Marketing.

SEMESTER V

CORE IX-: MACRO ECONOMICS–I

Learning Objectives:

1. Knowledge about the working of macro-economic parameters of an economy.
2. An understanding about the concepts and measurement of national income and social accounting and their importance.
3. Reciate the impact of changing interest rates on investment.

SYLLABUS

UNIT - I: Nature of Macro Economics - Difference between Micro and Macro Economics- Macro Statics and macro dynamics – transition from micro economics to macro economics.

UNIT - II: National Income – concepts of national income – methods of measuring of national income – Difficulties in measurement of national income – importance of national income analysis
– social accounting – components and importance of social accounting.

UNIT - III: Classical theory of output and employment – J.B Say's Law of Markets- Keynesian Theory of output and employment – Wage rigidity – Derivation of aggregate Supply curve – Aggregate Expenditure function – Effective demand

UNIT - IV: The consumption function – meaning of consumption function – technical attributes of consumption function – determinants of the consumption function - Keynesian Consumption function –Relative Income hypothesis – Permanent Income Hypothesis - Life Cycle Hypothesis.

UNIT - V: Investment function – definition – induced and autonomous investment – determinants of investment – MEC and MEI and rate of interest – factors other than the interest rate affecting

inducement to invest.

Learning Outcomes:

1. Students are able to understand the difference between Micro and Macro Economics and also about the scope of Macro Economics.
2. Students get an insight into the basic tenets of classical and Keynesian theory of output and employment.
3. Students understand the implication of consumption theories in enhancing growth.

Reference Books:

- 1.Dornbusch, Rudiger, Stanley Fischer, and Richard Startz (2000). Macroeconomics, Tata McGraw- Hill Publishing Company, New Delhi.
- 2.Roger E.A. Farmer (2002), Macro Economics, Thompson Asia Pvt. Ltd., Singapore
- 3.Jha, Raghendra (1991). Contemporary Macroeconomic Theory and Policy, Wiley Eastern Limited, New Delhi.
- 4.Laidler, David E.W. (1977). The Demand for Money: Theories and Evidence, Harper and Row, New York.
- 5.Mueller, M.G. (Ed.) (1978). Readings in Macroeconomics, Surjeet Publications, New Delhi.
- 6.Mankiw. N Gregory (2000) Macro Economics (Worth Publishers, New York).

CORE-X: FISCAL ECONOMICS-I

Learning Objectives:

1. Insight knowledge on various sourcesTo help learn the use of taxation and public expenditure by the govt.
2. To know about the economic trends and influences of monetary policy.
3. Development by effective Mobilisation of Resources.Taxation,Public Savings, Private Savings and reducing inequalities of income and wealth.
4. Insight knowledge on various sources of public revenue and to understand the ways in which direct and indirect taxes are levied for augmenting financial resources towards economic development.

SYLLABUS

UNIT – I

Meaning and scope of public finance - Distinction between private and public finance - Role of government – Need for Government activity - Principle of maximum social advantage.

UNIT - II

Principles of public expenditure - Classification - Causes and effects of public expenditure with reference to India.

UNIT - III

Public revenue sources - Distinction between tax revenue and non tax Revenue - Trend in revenue

- Taxation - Meaning - Sources of taxation - Classification of taxes - Canons - Theories of taxation
- Impact and incidence of taxation - Effects of taxation.

UNIT - IV

Individual taxes - (with reference to India) Income Tax Expenditure tax - Wealth tax - Property tax - Estate duty - Gift tax - Death duty - Customs duty - Excise duty Sales tax - Value added tax– Rationale of Goods and Services Tax (GST).

UNIT - V

Characteristics of a good tax system - Taxable capacity - Factors determining taxable capacity - Limits - Measurements of taxable capacity.

Learning Outcomes:

1. To know about cost and government policies which exceed benefit.
2. Students will understand the nation's overall level of income, employment and prices.
3. Can understand the federal government budgetary policy and federal reserve system's monetary policy influence and the overall level of employment ,output and price.

Reference Books:

1. S. Sankaran, Fiscal Economics, Margham Publications, Reprint 2018.
2. K.P.M. Sundaram and K.K.Andley, Public Finance Theory and Practice, S. Chand and Company, 2003
3. Lekhi R.K and Joginder Singh (2015), Public Finance, Kalyani publishers, Delhi.
4. Musgrave. Richard and Peggy.Musgrave, (2017),Public financein Theoryand practice.Mcgraw-Hill Publications
5. Rosen, Harvey(2013),Public Finance, McGraw Hill Publications.

CORE XI: INTERNATIONAL ECONOMICS-I

Learning Objectives:

1. International Economics deals with economic relations-among nations both trade and financial.
2. The basic aim of International economics is to present before the students the questions and answers related to international economic relations.
3. To understand fundamental conceptual framework through theories of international trade, concepts of terms of trade, effects of tariff and non tariff barriers.

SYLLABUS

UNIT- I

Foreign Trade –Need, Inter Regional and International Trade, Theories of International Trade– Adam Smith-Ricardo, Heckscher – Ohlin Theory.

UNIT- II

Terms of Trade–different Concepts of Terms of trade–Determinants of Terms of trade–static and Dynamic gains from trade–capital saving and labour saving technologies and its impact on terms of trade.

UNIT-III

Gains from trade–Trade Policy –Free Trade: Meaning –Case for and against Free Trade. Protection: Meaning-Arguments for and Against Protection.

UNIT-IV

Tariff: Meaning and types-Effects of Tariff. Quotas: Meaning and Types- Effects of quotas on imports.

UNIT- V

Balance of Payment - Meaning -Structure - Balance of Payment and Balance of Trade – Disequilibrium in BOP &BOT-Causes for disequilibrium in BOP-Measures for correcting disequilibrium.

Learning outcomes:

- 1.A good understanding of international economics is necessary to students of economics and those who wish to work in these areas or governmental organisations.
- 2.The students are expected to acquire skills that will help them to make rational decisions in issues related to international economics.
3. It helps to examine the functioning of BoP and enhances trade flows

Reference Books:

1. Mithani D.M., International Economics, Himalaya Publishing House, 7th Edition, 2015.
2. Jhingan M.L., International Economics, Vrinda Publications Pvt. Ltd., 2016
Palgrave Macmillan,
3. Sodersten. B.O. and Geoffrey Reed, Internatinal Economics, 3rd

Revised Edition , 1994

4. Vaish M.C. and Sudama Singh, International Economics, Oxford and IBH Publishers, 2018
5. Cherunilam Francis, International Economics, McGraw Hill Education, 5th Edition, 2017
6. Sankaran, S., International Economics, Margham Publications, 1st Edition, 2012
7. Mannur, H.G., International Economics, Vikas Publishing, Second Edition, 2018.

CORE XII: INDIAN ECONOMY AND ECONOMIC REFORMS

Learning Objectives:

1. The course teaches in depth about Indian Economic Development, its major problems and how to solve the problems.
2. It throws light on the role of small scale, cottage and large scale industries. It brings out an assessment of industrial policy and measures since 1991
3. Students will be able to know the importance of various transport systems to economic growth.

SYLLABUS

UNIT - I :Features of less developed and developing Economies Economic and non-Economic factors impeding economic development -Capital formation -Human and Physical, Savings and investment Pattern during the plans-X and XI FiveYear Plans.

UNIT –II: Agriculture-Its contribution to Economic development: Food problems-Methods of solving Measures to increase agricultural Productivity –Land reforms- Green revolution-Agricultural Inputs and Agricultural Credit-Evaluation of Agricultural Policy during the plan Period- Reforms in Agricultural sector.

UNIT –III: Role of industries in Economic development-Cottage, small scale and large scale (cotton, iron and steel, jute, sugar and tea)-Assessment of industrial Policy –measures since 1991- Public Sector –Privatization Industrial reforms.

UNIT –IV: Transport-Importance of transport (Road, Railways, Shipping and civil Aviation) to Economic growth-Evaluation of Government Policy-Transport Co-ordination-Reforms, Government Programmes.

UNIT –V: Poverty in India – Absolute and Relative poverty measures – Multi-dimensional poverty Poverty eradication programmes – Regional Development Disparities-Economic development and Social Changes.

Learning Outcomes:

1. Students learn to analyse agricultural productivity and rural credit facilities.
2. Students acquire knowledge on Land Reforms, Food Security, Green Revolution and are able to analyse causes of poverty and measures to eradicate them.
3. To enable the students to get a clear idea as to how planning and infrastructure support can develop Indian Economy.

Reference Books:

1. Ahluwalia, I. J. and IMD Little (Eds.) (1998). India's Economic Reforms and Development, Oxford University Press, New Delhi.
2. Byres, T.J. (Ed.) (1997), The State, Development Planning and Liberalization in India, Oxford University Press, New Delhi.
3. Byres, T.J. (Ed.) (1998), The Indian Economy: Major Debates Since Independence, Oxford University Press, New Delhi.
4. Kausik Basu (Ed.) (2012), Oxford Companion to Indian Economy, 3rd Edition, OUP, New Delhi.
5. Uma Kapila (Ed.)(2017-18) Indian Economy Since Independence, Academic Foundation, New Delhi, 28th Edn.
6. Ashima Goyal (Ed.) The Oxford Handbook of the Indian Economy in the 21st Century: Understanding the Inherent Dynamism, Oxford University Press.

ELECTIVE: HUMAN RESOURCE DEVELOPMENT- I

Learning Objectives

1. HRD is fundamental knowledge in generating and implementing the tools needed to manage and operate the organization
2. This syllabus brings out a detailed methodology of how to develop a validated instrument which would be useful in survey research.
3. To get insight on training recruitment, selection and significance of Human Resource Development.

SYLLABUS

UNIT –I

Human Resource Management: The philosophy of Management concepts – Objectives – Functions – Evolution of Management– Development theory and Management.

UNIT -II

Qualities of a good HR personnel – duties and his responsibilities. Job Analysis Design and Evaluation: Concepts–Methods of Job Analysis–Job Description–Specialization–Job Design–Job Enlargement– Job Enrichment– Job Evaluation

UNIT -III

Recruitment and Selection: Concepts–Sources of Recruitment– Methods of Recruitment

UNIT -IV

Selection : Concepts -Selection process– Selection Tools– Application blank

UNIT -V

Training and Development: Concepts–Ascertaining Training methods- Methods of Training and Development

Learning Outcomes

1. Towards carrier development as HR recruiter one should know the best practices in HR and his duties towards the employer and employee
2. This subject emphasize the strategic importance in formulating HR objectives.
3. It helps to develop the skill and ability in the achievement of competitive advantage

Reference Books:

1. Dwivedi, R.S., Text Book of Human Resource Management, Vikas Publishing House Pvt. Limited, 2013.
2. Memoria, C. B and V.S. P. Rao, Personnel Management, Himalaya Publishing House, 2012, 13th Edition
3. Ramaswamy, E. A., A Question of Balance of Labour– Management in practice, Oxford University Press
4. Venkatarathnam, C. S.& Srivastava, B. K., Personnel Management and Human Resources, Tata McGraw Hill Publishing, 1994
5. Subba Rao, P., Essentials of Human Resource Management & Industrial Relations, Himalaya Publishing House, 2014, 5th Edition.
6. Aswathappa, K., Human Resources Management – Text and Cases, McGraw Hill Education , 6th Edition, 2017.
7. Tripathi P.C., “ Human Resources Development”, Sultan Chand and sons since 1950, New Delhi, 2013.
8. Noe, Hollenbeck, Gerbant, Wright, ” Fundamentals of Human Resources Management”, McGraw Hill, 7th Edition.

VALUE EDUCATION

Learning Objectives:

- 1 To inculcate the knowledge of values through education,
2. To evaluate objects among persons and situations that form part and parce of sociality.
3. It gives an insight on Human Rights , Enviornment and Ecological balance and Social Evils.

SYLLABUS

UNIT I:

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II:

Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality

- Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III:

Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV:

Environment and Ecological balance – interdependence of all beings – living and nonliving. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

Learning Outcomes:

- 1.It contributes in forming true human being who are able to face life and make it meaningful.
- 2.It brings out the values, doctrinal or ideological values, social values and aesthetic values.
- 3.Value Education reflects a person's sense of right and wrong or what ought to be, like Equal rights to all.

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

LEARNING COURSE OBJECTIVES AND OUTCOMES

TAMIL II

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்
பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம் (second semester)
நோக்கும் கற்றல் பயன்பாடும் (2022-- 2023)

Objective	Syllabus	Out come	(2022 -2023)
பாடத்திட்டத்தின்		நோக்கம்	
காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ			
அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வைகையில் பொதுத்தமிழ்ப் பாடப்பகுதி		கட்டமைக்கப்பட்டுள்ளது.	
பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் பேசி பாதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல். பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியைல எடுத்துரைத்தல். இவைவைய இப்பாடத்திட்டத்தின்		நோக்கமாகும்.	
பாடத்திட்டம்			

(SYLLABUS)

I.இலக்கியம்

- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி.. அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தைலபய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவையினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்) அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -
காக்கைப்பாடியினார்,
நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு -
முல்லைப்பாட்டு

அலகு 5

III ஷெழிப் பயிற்சி

கண்டறிதல்]

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
 2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)
- II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவைமத் தொகை, பண்புத் தொகை, உமமைத்

தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகைகள்]

2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல். பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.

தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் னேதைவய வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது. கேபாட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil)

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவைமத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

HINDI II
SUBJECT CODE: CLE2G
YEAR/SEMESTER: I YR/ II SEMESTER

COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

SYLLABUS

I YEAR – II SEMESTER

PAPER – II – ONE ACT PLAY, SHORT STORY & TRANSLATION

I . ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj, New Delhi – 110 002 LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Lakshmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA MANJARI Edited by: Dr. Chitti. Annapurna

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),

T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi) BOOKS FOR REFERENCE :

1. Prayojan Moolak Hindi : Dr. Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha

T. Nagar, Chennai -17.

UNITISED SYLLABUS UNIT – I

1. Aurangzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Lakshmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

COURSE OUTCOMES:

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
 2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
 3. Enculcating the habit of book reading to gain knowledge of vocabularies.
- Understanding the importance of art of translation

FRENCH II **Semester II** **Paper II-French II** **Title of the Paper : Prescribed text and grammar-II**

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text - Not applicable

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

ENGLISH II
LZ12A-COMMUNICATIVE ENGLISH-II

Subject: COMMUNICATIVE ENGLISH-II Subject Code: LZ12A
Class: I B A ENGLISH
Semester: EVEN (II) Hours:90 Hrs

COURSE OBJECTIVES:

- To develop communicative skills.
- To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
- To develop understanding of grammar.
- To enhance vocabulary.

SYLLABUS

Unit I

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

Adverbs Prepositions

Unit II

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
- b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation)

b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations , Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

Unit V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working With Clauses

COURSE OUTCOMES:

At the end of this course students will be able to:

- Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English
- Have a good understanding of grammar and vocabulary.
- Make presentations and speeches.
- Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.

Reference- websites and Links

Source: <https://www.thehindu.com/opinion/open-page/the-case-forthe-samosa-as-national-snack/article22384690.ece>

1. Sundar Pichai Inspirational Video https://www.youtube.com/watch?v=m050iy5_2ng

2. BTS speech at the United Nations <https://www.youtube.com/watch?v=oTe4f-bBEKg>

3. https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1

4. The Book in My Hand (by Ramachandra Guha). <https://www.thehindu.com/books/The-book-in-myhand/article16443755.ece>

5. Coordinates of Safety. <https://www.thehindu.com/opinion/oped/Coordinates-of-safety/article16643102.ece>

6. https://rpo.library.utoronto.ca/glossary#letter_m

CORE III: PRINCIPLES OF ECONOMICS –II

Learning Objectives

- To introduce the basic ideas about business economics & its nature and scope
- Inculcate knowledge on demand forecasting and demand distinctions
- Impart knowledge on producers equilibrium with isoquant and iso cost
- To provide knowledge about firm's strategy and with its objectives
- It helps to attain the knowledge about the various pricing strategies of the firm and its objectives
- To impart knowledge about the social responsibility of the businessman & also through lights on SWOT analysis

UNIT- I

Definition of Business Economics- nature and scope- Demand forecasting (only Concept) and Demand distinctions

UNIT -II

Producer's equilibrium- Iso-quants –Iso-cost- Least cost combination–Multi-product firm and equilibrium

UNIT -III

Firm's strategy and Policy- Strategy–Missions–Objectives and goals–Profit maximization–Baumol's Sales Maximization theory–Utility Maximization theory–Entry preventing theory (Limit Pricing Theory of Bains)

UNIT -IV

Fundamental of Pricing strategies and Policy- Price and output decisions of firms under Perfect competition, Monopoly, Monopolistic and Oligopoly market structures

UNIT -V

SWOT analysis of a firm - Social responsibility of Indian businessmen – Hurdles in the fulfillment of social responsibility– Remedial measures for improving the image of business.

Learning Outcomes:

- To know about the basic concepts of business economics with its nature and scope
- Helps to understand the concepts of demand forecasting and demand distinctions.
- Knowledge of producer's equilibrium in terms of iso quants.
- It provides the knowledge on firm's strategy and Policy, its objectives and goals.
- It helps the students to know about fundamental pricing strategies and policy in different markets structures.

Reference Books:

1. Gregory Mankiw (2014) Economics: Principles and Applications, New Delhi, Cengage Learning India
2. Koutsiyannis A. (2003) Modern Micro Economics – Palgram Macmillan (UK) 2nd Edition.
3. Robert Pindyck and Daniel Rubinfeld (2017) 8th Edn. Micro Economics, Pearson Education.
4. Varian, H. (2000), Intermediate Microeconomics: A Modern Approach, W.W.Norton, New York
5. Dwivedi, D.N., Principles of Economics, Vikas Publishing, 2nd Edn.
6. Jhingan, M.L., Advanced Economic Theory, Vrinda Publications, 14th Edition, 2014
7. K.P.M. Sundharam and E.N. Sundharam, Economic Analysis, S. Chand and Sons, 2017
8. K. Jothi Sivagnanam & R. Srinivasan, Business Economics, McGraw Hill Education 2010.

CORE IV: ECONOMICS OF MONEY AND BANKING- II

Objectives:

- 1 It explains the structure of money market in general and Indian Money Market. To familiarize the students with the different classification of banks and
- 2 the evolution of central banking
- 3 To understand working functions & operation of RBI.

SYLLABUS

UNIT –I

Money market– Structure of the Money Market- Organized and unorganized market- Indian Money Market

UNIT -II

Central Banking – Evolution of Central banking –Functions – Methods of Credit control- Monetary planning and policy with reference to India- e banking, UPI.

UNIT -III

Commercial Banking–Types of banking–Functions–Liquidity creation of Money by banks– Balance Sheet of Commercial Banks– Portfolio of Commercial Banks

UNIT -IV

Banking sector Reforms since 1991 – Narasimham Committee Recommendation - Securitization Act Capital Adequacy norms, Basel Norms, Demonetisation.

UNIT - V

Financial Services–Merchant banking– Mergers and Acquisitions– Mutual Funds- Capital Markets- {Primary and Secondary Market–Stock Exchange indices–Demat of Securities–SEBI

Learning Outcomes

- 1 To know the types and functions of commercial banking.
- 2 It helps to know about the Banking sector Reforms since 1991
- 3 The students would acquire knowledge pertaining to financial services in the financial markets

Reference Books:

1. M.L. Seth, Monetary Economics, S. Chand & Company, 2010
2. K.P.M. Sundharam, Monetary Theory and Practice, S. Chand and Co.
3. Suraj.B.Gupta, Monetary Economics- Institutions, Theory and Policy, S. Chand & Co, 2009
4. M.C. Vaish, Money, Banking, Trade and Public Finance, Lakshmi Narain Agarwal Publishers, 2017
5. R.R. Paul, Monetary economics, Kalyani Publishers, New Delhi, 2013
6. Goldfield and Chandler (1959) The Economics of Money and Banking, H & R Publication.
7. Jagadish Handa: Monetary Economics, Routledge; 1st Edition (18 September 2008)

ALLIED-BASIC FINANCIAL ACCOUNTING

Learning Objectives:

- 1 The basic concepts in accounting
2. Complete knowledge about single ownership business
3. Prepare various accounting statements

UNIT - I

Accounting– Principles– Concepts and conventions -Double entry system of accounting

UNIT - II

Introduction to basic books of accounts of sole-proprietary concern– Closing of books of accounts and preparation of Trial Balance

UNIT - III

Preparation of Financial accounts: Trading, Profit and Loss Account–Balance sheet

UNIT - IV

Introduction to Company Final Accounts- Preparation of Profit and Loss Accounts, Balance Sheet, Managerial Remuneration

UNIT - V

Introduction to Computerized accounting – Tally

Learning Outcomes:

- 1 It helps to prepare company accounts
2. Understand the basic concepts of tally
3. It gives job opportunities

REFERENCE BOOKS:

1. Gupta. T.L. and Radhaswamy M, Advanced Accounting, Sultan Chand and Sons, 2009
2. Shukla and Grewal, Advanced Accounting, Sahithya Bhawan Publications, 2008 51st Edition
3. Maheswari. S.N., Financial Accounting, Vikas Publishing House, 2018, 6th Edition.
4. Jain, S.P. and Narang K.L, Advanced Accounting, Kalyani Publishers, 2016

NME-EVERYDAY BANKING

LEARNING OBJECTIVES

1. Students are able to be familiar with some basic daily banking procedures.
2. To learn about how financial innovation led to the growth of banking system
3. To understand the bank technology in terms of E-Money, E-Banking and E-Commerce

UNIT – I

Banking – Definition – pass book – cheque book – Format of Cheque – Filling up of Cheque- Deposit Challan – Filling up – Clearing cheque – Transfer cheque – Collection Cheque

– Payable at par – Demand Draft – application filling – Account Opening form – Filling up – Documents required - Debit Card – Credit Card – ATM Machine – Cash Deposit Machine – Pass book printing machine. MICR- IFSC- Fund transfer through ECS – NEFT – RTGS – Form filling for Fund transfer.

UNIT- II

Online Banking – Sign up – Process – Requirements – Log in – Customer ID – User ID – Pass word – Hints for creating Pass words – change of pass word – on line transactions – Account statements – Fund Transfer – Payment of bills – Utility payments – Loans – Repayment for Loans – other services. Mobile Banking – meaning – importance –

Advantages

- Mobile Applications (App) – WAP (Wireless Application Protocol)- USSD (Unstructured Supplementary Service Data)- Registration process – through Mobiles – Process at Bank Branch
- ATM- User ID-MPIN- change of MPIN –IMPS (Immediate Mobile Payment System) - UPI(Unified Payment interface) – BHIM(Bharat Interface for money)- NPCI (National Payment Corporation of India) - Bank account Management – Transfer Funds – paying Bills
- Locating ATMs - QR code payments- Alerts and notifications- Tracking Spending habits – Cash back- Safe banking methods

NME-TAMIL

சென்னைப் பல்கலைக்கழகம்
சிறப்புத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்
அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை
தமிழ்த்துறை

முதலாமாண்டு (2022 -2023)

சிறப்புத் தமிழ் – இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில்
மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிற மொழி
கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்க கால
செய்யுள் முதல் தற்கால புதுக்கவிதை வரை உள்ள ஒருசில பகுதிகள்
அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை
உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய
வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்,
ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -
கனியன்பூங்குன்றனார்

ஈ. திருக்குறள் - வான் சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி - உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஓ. பாரதியார்- நல்லதோர்வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப் பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

சென்னைப் பல்கலைக்கழகம்
அடிப்படைத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்
அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

முதலாமாண்டு (2022 -2023)
அடிப்படைத் தமிழ் - இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ் மொழியிலுள்ள சிறு சிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறு கதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச் சூடி(1-12), 2. கொன்றை வேந்தன்(1-8),
3. திருக்குறள்(5)

1. அகர முதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34), 4. கற்க கசடறக்..... (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக் கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ.தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத்தலங்கள்-அலுவலகப் பெயர்கள்

இ.பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ் மொழியின் சிறப்பினையும் மொழிவளத்தையும் அறிந்து கொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக்கூறுகளை உணர்ந்து கொள்ளுதல்

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை
தமிழ்த்துறை

முதலாமாண்டு (2022 -2023)

சிறப்புத் தமிழ் - இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்க கால செய்யுள் முதல் தற்கால புதுக்கவிதை வரை உள்ள ஒருசில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்,

**ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -
கனியன்பூங்குன்றனார்**

ஈ. திருக்குறள் - வான் சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி - உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஓ. பாரதியார்- நல்லதோர்வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப் பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

**தமிழ் மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல். தமிழ்
மக்களின் பண்பாட்டைக் கால வாரியாக உணர்ந்து கொள்ளுதல்.**

மொழிபெயர்ப்புத்துறையிலும் செயலாற்ற முடியும்

பாட நூல்

IV SEMESTER

பொதுத்தமிழ்

பொதுத்தமிழ் - இரண்டாமாண்டு - நான்காம்பருவம்
PART - I - SECOND YEAR- FOURTH SEMESTER

நோக்கும் கற்றல் பயன்பாடும் (2022 - 2023)

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக்காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து

தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப்பின்னணியையும் வாழ் க்கைக்கூறுகளையும் கற்பதால் கைல இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல். கற்பனை வளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவு காப்பியங்கள். இத்தகைய இலக்கியங்களின் சமுதாயமையும் புலவர்களின் திறமையும் சமயஅறக்கோட்பாடுகளையும் எடுத்துரைப்பேத இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளனவைய விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப பைக்கப்பட்டுள்ளனவைய உணரவைத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கைலச்சொற்கை அறிமுகப்படுத்திப் புதிய கைலச்சொற்கை உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகை வெளிகொணரும் வகையில் சிறுகதை, புதுக்கவிதை பான்றவற்றைப் பைக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு 1

1. சிலப்பதிகாரம் – ஊர் காண் காதை (முழுமையும்)
2. மணிமேகலை – பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு 2

1. சீவக சிந்தாமணி – ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி – 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு 3

1. கம்பராமாயணம் – குகப்படலம்
2. பெரியபுராணம் – மெய்ப்பொருள் நாயனார் புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி – வளன் சனித்த படலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் – சப்பாணி பருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

II இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

III மொழித் திறனறிதல்

- i. கலைச்சொற்கள்
- ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை

பாடநூல்:

- ♦ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட
மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் - I - செய்யுள் திரட்டு

Foundation Course

Part - Tamil - For I & II Semesters

Common to all undergraduate course and FiveYear Integrated postgraduate courses. (2021 - 2022

onwards.)

♦ தமிழ் இலக்கிய
வரலாறு

♦ மாழிப்பயிற்சி

பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால்
மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள்

வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல்.
மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை
தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை
ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத்
தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின்
சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள்
போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு
விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள்
ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not
applicable)

HINDI IV SUBJECT CODE: CLE4J
YEAR/SEMESTER: II YR/IV SEMESTER

I. COURSE OBJECTIVES:

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhu nic Kaal .
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge if Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Influence of British rule on Indian society.

Paper –IV Modern Poetry And Introduction To Hindi Literature
(Aadhunik Kaal)”

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras .

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
 2. Tum Logon se Door (Nagarjun)
 3. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
 4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
 5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
 6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
2. Introduction to Hindi Literature (Aadhunik Kaal) Lessons Prescribed :
1. Literary Trends of Chayavaad
 2. Literary Trends of Pragathivaad
 3. Literary Trends of Nayee Kavita
 4. Literary Trends of Hindi Short Stories
 5. Literary Trends of Hindi One Act Plays
 6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar,

Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211

003.

2. Hindi Sahithya Yug Aur Pravritthiya By:

Dr. Sivakumar Varma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Syboddh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1,

Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)

2. Tum Logon se Door (Nagarjun)

3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)

2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)

3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)

2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories

2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,

2. Mahadevi Varma, Panth, Dinakar, Premchand,

3. Yashpaal Jainendra Kumar, Mohan Rakesh,

II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi

2. Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.

3. Knowledge about the literary trends of Aadhunik Kaal.

4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.

5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.

6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.

7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development

FRENCH IV
Year 2 :Semester IV
Foundation Course: Paper IV
Title of the Paper: Translation, Comprehension and Grammar-I

Objectives:

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them.

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé,l'imparfait,le passé simple,le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - not applicable

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017.

ENGLISH IV
LZ14A - PART II ENGLISH-LANGUAGE THROUGH LITERATURE II
SEMESTER IV
HOURS: 60

Course Objectives:

- To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression

- To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
 - To stimulate interest in acquiring twenty-first century skills
- To engage in self assessment activities for self- development

Unit	Theme Lessons	Writing Skills
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Unit I : History Makers	Vision
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Mission	Coffee, Tea and JRD
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by Harish Bhat

Work Brings Solace	Gathering details and information – Brainstorming
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by APJ Abdul Kalam

Listing events and experiences

Creating mind maps

Pre-writing, Writing and Rewriting/Revising

Autobiographies and memoirs Biographies

Unit II : Self- help Essays

Introspection

Discover	How to Do What You
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Love

by Paul Graham

Why We Travel

by Pico Iyer	Journal writing
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Travel writing

Preparing checklists and itineraries

Writing about social events, festivals, sports

Writing about nature and the environment

Unit III : Contemporary Writing from India Perception

Standard	Wikileaks, Facebook and the End of Discretion by Mukul Kesavan
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What is Wrong with Indian Films

by Satyajit Ray	Critical and analytical. writing
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Analyzing media reports

Writing opinions

Writing film reviews

Writing appraisals

Unit IV : Regional Indian

Literature in

Perspective	Poems
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4.1 Oh Great Poet

by Daya Pawar

translated from Marathi by Graham Smith	Translation Writing acrostic poems
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Critique/culture study

Analyzing short stories

Writing outlines and short stories

Rewriting/expanding stories

Writing stories based on pictures

Translation

and English Challenge

4.2 The Cock Fight by Sitakant Mahapatra translated from Odia by Ramakanta Rath Tradition

4.3 Earthen Pots by ONV Kurup translated from Malayalam by K Sreedharan Nair

Empathy Short Stories

4.4 The Woodrose by Abburi Chaya Devi translated from Telugu by P Jayalakshmi

Will power 4.5 Laburnum for My Head

by Temsula Ao

Unit V : Fiction Globalization Social Justice

The White Tiger

by Aravind Adiga

Creative writing

Critical writing

Learning Outcomes:

- After completing the course, the students will be able to improve the ability to gather ideas and information to collaborate and write with clarity and ease
- Attempt different kinds of writing
- Prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
- Critique and analyze various information and write opinions, reviews and appraisals
- Acquire basic skills of translation
- Express understanding of topics/characters/ideas by writing an acrostic poem
- Analyze and critique the unity and diversity in Indian cultures
- Write outlines and stories based on text and picture-based hints
- Rewrite and expand the plot of a story
- Acquire a sensibility to the social and economic divisions that prevail and its consequences
- Enhance the skills of creative and critical thinking that will help them form opinions, make decision

CORE VII: STATISTICS FOR BUSINESS ANALYSIS-II

Learning Objectives:

1. To develop the student's ability to deal with numerical and quantitative issues in business
2. To enable the use of statistical, graphical and algebraic techniques wherever relevant.
3. To have a proper understanding of statistical applications in economics and management.

SYLLABUS

UNIT-I

Sampling -population and sample -types of sampling -simple, random and stratified random sampling- sampling errors -sample design- design of questionnaire.

UNIT-II

Correlation- limits of co-efficient of correlation-calculation of co-efficient of correlation- rank correlation co-efficient.

UNIT-III

Regression-two variable linear regression -meaning lines and regression co-efficient.

UNIT-IV

Index numbers-simple and weighted index numbers-Lapeer's and Panache's index numbers-fishers ideal index number-Marshall -Edgeworth's index number- construction- test to be satisfied by an ideal index numbers-uses of index number-wholesale price index and consumer price index.

UNIT-V

Analysis of time series – four components of time series – measurement of secular trend – moving average method and method of least squares- uses of time series analysis.

Learning Outcomes:

1. Describe and discuss the key terminology, concepts tools and techniques used in business statistical analysis.
2. Understand and critically discuss the issues surrounding sampling and significance
3. Solve a range of problems using the techniques covered.

Reference Books:

1. S. P. Gupta, Fundamentals of Applied Statistics, S. Chand and Sons, 1993
 2. R.S.N. Pillai and V. Bhagavati, Statistics – Theory and Practice, S. Chand & Company, 2017
 3. Hooda. R.P., Introduction to Statistics, Mcmillan India Limited, 2005
 4. Wonnacott. H. Thomas and Wonnacott. J. Ronald, Introductory Statistics, John Wiley and Sons Inc. New York 1969.
 5. Hooda,R.P., Statistics for Business and Economics–Vikas Publishers, 5th Edition, 2013.
- Journal: The Indian Journal of Statistics

CORE VIII: ENTREPRENEURIAL DEVELOPMENT II

LEARNING OBJECTIVES:

1. To learn about the problems faced by Women entrepreneurs
2. To learn about the Business Analysis and forecasting techniques of business
3. To know the various sources of finance and Role of commercial Banks in granting financial aid.

SYLLABUS

UNIT-I

Women Entrepreneurs – Definition – Problems of Women Entrepreneurs-Opportunities of Women Entrepreneurs-Future of Women Entrepreneurs-Rural Entrepreneurship -Definition-Problems-remedies-marketing-future of rural enterprises.

UNIT-II

Management – Business Analysis - forecasting techniques - Break-even Analysis –evaluation of Marketing-market Structure-Classification of goods and services –Inventory Management.

UNIT-III

Sources of Finance-Financial Institutions- Problems and remedies-Role of Commercial Banks, IDBI.

UNIT-IV

Entrepreneurial Development Programmes in India –ED Cell, DICs, KVIC, DRPA, JRY, SISI, SIDCs-Other national, State and District Level Development Programmes.

UNIT-V

Entrepreneurial Development in Tamil Nadu- State Financial Corporation- SIPCOT-ITCOT-SIDC's SIETI Etc.-State Industrial Policies and Entrepreneurial Development-Tamil Nadu Economic Development.

Learning Outcomes:

1. Encourages women to become entrepreneurs inspite of all the hurdles being faced by them.
2. Improves the strategy of Business planning and innovative techniques are introduced using Brainstorming session
3. Various financial institutions and the various schemes which are introduced help the budding entrepreneurs to become infant entrepreneurs with great confidence.

Reference Books:

1. Ajay Lakhanpal, Entrepreneurial Development : An Institutional Approach, Common wealth Publishers, 1990
2. Gupta G.B. & Srinivasan N.P., entrepreneurial development, Sultan & Chand Co., 2015
3. Jayashree Suresh, Entrepreneurial development, Margham Publication, 2012
4. S.S. Khanka, Entrepreneurial Development, S. Chand, Revised Edition, 2012
5. Tommy Reid & Thomas Reid: Ethics, Excellence & Economics, Keys to Entrepreneurial Development, Harrison House, New York, 1989.

ALLIED: MARKETING II

Learning Objectives:

- 1 Get an insight in to consumer behavior
2. Assess the importance of fixing prices and strategies adopted
3. Evaluate the effectiveness of promotional mix.

SYLLABUS

UNIT-I

Consumer behavior – definition –determinants – types of buying decisions – stages of the buyer process.

UNIT-II

Price–Pricing objectives and price determination–Basic methods of setting prices–Pricing strategies and policies–Pricing strategy of new products.

UNIT-III

Promotional mix - Advertising and other sales promotion efforts–Effects of advertising – Advertising media and agencies-Advertising budget.

UNIT-IV

Personal selling – Salesmanship –nature and functions of salesman– Recruitment and training of salesman – Sales force management–Evaluation of salesmanship – public relations

UNIT-V

Recent trends in marketing – e-commerce – e-marketing – Green Marketing – Relationship Marketing, Ambush Marketing

Learning Outcomes:

- 1 Understand the role of personal selling and public relations in marketing of products
2. Gain in depth knowledge on recent advancements in marketing.
3. It is useful to practise e-marketing, Green marketing,e-commerce.

REFERENCE BOOKS:

1. R.S.N.Pillai and Bagavathi “Modern marketing principles and practices – S. Chand & Sons
2. Philip Kotler and Kevin Lane Keller “ Marketing management” – Pearson , 15th Edn., 2012
3. Rajan Saxena, “ Marketing Management” – Mc Graw Hill Education Pvt. Ltd., 2017
4. Rajan Nair, “Marketing”, Sultan Chand and Sons, 2019
5. C.B. Mamoria, Pradeep Jain, Prith Mitra, “Theory and Practice of Marketing” Kitab Mahal Publishers, 2013

JOURNALS

Journal of Marketing Management – Tailor and Francis online Journal of Marketing International
Journal of Marketing Management Indian Journal of Marketing.

ENVIRONMENTAL STUDIES

Learning Objectives:

- 1.It deals with the study of flow of energy and materials in the environment.
- 2.It is the study of exchange of various materials between biotic and abiotic components of our environment.
- 3.It is the scientific study of the environmental system and the status of its inherent or induced changes on organisms.

SYLLABUS

UNIT - I

Economics and Environment - Definition and role of Environmental Economics - Scope and significance of Environmental economics – Ecology and Ecosystem – Relationship between the environment and the Economic system – Environment as a Resource - Environmental Quality.

UNIT - II

Resources - Concepts and definition - Classification of Resources - Renewable and non-renewable resources - Definition and meaning of Conservation of Resources - Material Substitution - Product Life Extension - Recycling - Waste reduction.

UNIT - III

Energy - Definition - Sources of Energy and their classification - Renewable and Non-renewable sources of energy - Conventional and non-conventional energy resources - Direct and Indirect energy - Atomic Energy - Energy Scenario in India.

UNIT - IV

Pollution as an Economic problem - Pollution control - Optimum Level - Moral suasion - Direct control - Regulation - Fiscal technique - Effluent Charges and subsidies compared

UNIT - V

International Environmental Policy - Transfrontier pollution - International Agreements -Stockholm Conference on Human Environment - Recommendations - United Nations Conference on Environment and Development at Rio-De Janeiro (Agenda 21, June, 1992) - An assessment

OUTCOMES:

- 1.It creates an awareness about environmental problems among people.
- 2.Imparting basic knowledge about the environment and its allied problems.
- 3.Developing an attitude of concern for the environment.
- 4.Motivate students to participate in environment improvement.

Reference Books:

1. Joseph J. Seneca and Michael K Taussig, Environmental Economics, Pearson College Div., 1983
2. Kneese. A.V., Economics of Environment
3. Krister Hjalte, Karl Lidgren & Ingenar Stand - Environmental Policy and Welfare Economics
4. Bhattacharaya: Environmental Economics-OUP,2002
5. Hanley, Nick, J.F. Shogren, and Ben White (2013): Introduction to Environmental Economics, London: Oxford University Press. ISBN: 9780199568734
6. Karpagam M. (2013) Environmental Economics, Streling Publishers, New Delhi. ISBN: 9788120721463.

SEMESTER VI

CORE XIII: MACRO ECONOMICS–II

Learning Objectives:

1. To assess the impact of investment on increasing employment, output and consumption through the concept of multiplier
2. To understand the equilibrium between product and factor markets.
3. Understand several key models and concepts of monetary economics.

UNIT - I: Multiplier – employment and investment multiplier – leakages of multiplier – uses and limitations of multiplier – principles of accelerator and super multiplier.

UNIT - II: General Equilibrium – Equilibrium of commodity market (IS) and Money Market (LM) – Simultaneous equilibrium of commodity and money market (IS-LM) Changes in general equilibrium.

UNIT - III: Money – Fisher's quantity theory of money – Cambridge equations – Keynesian theory of money – money supply – determinants of money supply – high power money and money multiplier.

UNIT - IV: Business cycles – types – phases and effects of business cycle – inflation – Philips curve – causes and measures to control inflation.

UNIT - V: Macro-Economic policy: objectives – monetary policy – objectives – instruments – effectiveness of monetary policy – fiscal policy – objectives – monetary and fiscal mix to control inflation .

Learning Outcomes:

1. Students understand the role of super multiplier in macro economic analysis
2. Knowledge about economic fluctuations and policy measures to withstand economic shocks is got by the students.
3. Students are able to analyze the role, value and limitations of monetary and fiscal policies in handling economic fluctuations.

Reference Books:

1. Dornbusch, Rudiger, Stanley Fischer, and Richard Startz (2000). Macroeconomics, Tata McGraw-Hill Publishing Company, New Delhi.
2. Roger E.A. Farmer (2002), Macro Economics, Thompson Asia Pvt.Ltd., Singapore
3. Jha, Raghendra (1991). Contemporary Macroeconomic Theory and Policy, Wiley Eastern Limited, New Delhi.
4. Laidler, David E.W. (1977). The Demand for Money: Theories and Evidence, Harper and Row, New York.
5. Mueller, M.G. (Ed.)(1978). Readings in Macroeconomics, Surjeet Publications, New Delhi.
6. Mankiw. N Gregory (2000) Macro Economics (Worth Publishers, New York)

CORE XIV: FISCAL ECONOMICS –II

LEARNING OBJECTIVES:

1. Public Debt and its effects and management of Public debt.
2. Deficit Budgeting and its role in India, Objectives of Finance Commission
3. The various objectives and instruments of Fiscal policy and Local finance and the problems of local finance

Learning Outcomes:

1. Helps to know the various loans raised by the government within our country and outside the country..
2. As it is a tool of financing government expenditure, it is a simple way to bridge the gap between excess government expenditure over its receipts.
3. To have a broader outlook towards government expenditure, taxation and public borrowing and the role of local finance as an important instrument of democratic self government.

UNIT-I

Public Debt-Sources-Effectsofpublicdebt-Publicdebt-RepaymentofPublicdebt- Management of public debt.

UNIT-II

Budget-Deficit financing-Meaning -Objectives-Role of deficit financing in India-Effects on prices, production and distribution.

UNIT-III

Federal finance-Principles-Analysis of division of revenue, expenditure and other powers Between union, State and local Governments-Finance commission-Analysis of latest finance commission recommendation– 14th&15thFinanceCommission.

UNIT-IV

Fiscal policy - Objectives and instruments of fiscal policy– Role of Fiscal Policy in a developing economy with reference to India.

UNIT-V

Local finance –Functions - Sources of finance to local bodies – Village Panchayat-Municipalities – Corporation– Problems of Local Finance.

Reference:

1. Lekhi R.K and Joginder Singh (2015), Public Finance, Kalyani publishers, Delhi.
2. Musgrave. Richard and Peggy.Musgrave, (2017),Public financein Theoryand practice.Mcgraw-Hill Publications
3. Rosen, Harvey(2013),Public Finance, McGraw Hill Publications

CORE XV: INTERNATIONAL ECONOMICS II

Learning Objectives:

1. Enables to learn functions and theories of exchange rates.
2. To visualise the role of foreign capital and investment in enhancing growth.
3. Role of FDI and MNC's and functions and working of international financial institutions are analysed

UNIT– I

Exchange Rate: Meaning-Determination of Equilibrium of exchange rate-Fixed and Flexible Exchange Rate – Managed Float.

UNIT –II

Foreign Exchange Market: Functions- Transfer function- Credit Function- Hedging Function. Theories of Exchange Rate: Mint theory-Purchasing power parity theory-Balance of Payment Theory.

UNIT –III

Role of foreign capital in economic development– issues in foreign capital in economic development – theory of direct investment– issues in foreign direct investment– Multinational Corporations- Foreign aid.

UNIT –IV

International Monetary System – IMF– SDR–International Liquidity.

UNIT–V

Trade and Development– Economic Integration, Meaning, Types– World Bank-IBRD,GATT, WTO. Structure, Objectives, Functions and Working.

Learning Outcomes:

- 1.Students will be able to describe the impact of global trade.
2. Helps to evaluate various International Institutions that govern global trade.
- 3.Analyse the foreign exchange market and identify regional economic integration.

Reference Books:

1. Mithani D.M., International Economics, Himalaya Publishing House, 7th Edition, 2015.
2. Jhingan M.L., International Economics, Vrinda Publications Pvt. Ltd., 2016.
3. Sodersten. B.O. and Geoffrey Reed, International Economics, Palgrave Macmillan, 3rd Revised Edition, 1994.
4. Vaish M.C. and Sudama Singh, International Economics, Oxford and IBH Publishers, 2018

5. Cherunilam Francis, International Economics, McGraw Hill Education, 5th Edition, 2017
6. Sankaran, S., International Economics, Margham Publications, 1st Edition, 2012
7. Mannur, H.G., International Economics, Vikas Publishing, Second Edition, 2018.

ELECTIVE: HUMAN RESOURCE DEVELOPMENT II

Learning Outcomes:

1. The knowledge on the potential development opportunities for future assignments
- 2 To utilize manpower resources more effectively
- 3 To provide proper job placement to employees

UNIT –I

Promotion and Career Planning: Concepts– Criteria for Promotion– Demotion.

UNIT - II

Career Planning: Concepts - Stages in Career planning–Specific problems and solutions thereof.

UNIT -III

Human Resources and Productivity: Factors of productivity–Role of the Management in increasing productivity- Organization for Productivity –Motivation for productivity- Sharing productivity gains

UNIT –IV

Building up Morale - Preparing People for Change-Worker's Participation in Management

UNIT - V

Motivation: Concepts – Theories of Motivation–Maslow's Hierarchy of needs- Motivation techniques.

Learning Outcomes:

1. It gives knowledge on Factors of production and management
2. It helps to solve problems in career planning.
3. To provide proper job placement to employees

Reference Books:

1. Dwivedi, R.S., Text Book of Human Resource management, Vikas Publishing House Pvt. Limited, 2013.
2. Memoria, C. B and V.S. P. Rao, Personnel Management, Himalaya Publishing House, 2012, 13th Edition
3. Ramaswamy, E. A., A Question of Balance of Labour– Management in practice, Oxford University Press
4. Venkatarathnam, C. S.&Srivastava, B. K., Personnel Management and Human Resources, Tata McGraw Hill Publishing, 1994
5. SubbaRao, P., Essentials of Human Resource Management & Industrial Relations, Himalaya Publishing House, 2014, 5th Edition.
6. Aswathappa.K., Human Resources Management – Text and Cases, McGraw Hill Education , 6th Edition, 2017.
7. Tripathi P.C., “ Human Resources Development”, Sultan Chand and sons since 1950, New Delhi, 2013.
8. Noe, Hollenbeck, Gerbant, Wright,” Fundamentals of Human Resources Management”, Mc Graw Hill, 7th Edition

ELECTIVE: PRINCIPLES OF MANAGEMENT

Learning Objectives:

- ❖ To help the students get better knowledge on evolution of management science, recent trends and challenges faced at global level.
- ❖ To impart career development stage, learning new skills and moving towards higher job responsibilities and also bringing changes in career options within the organization.
- ❖ To study recent trends including total quality management, risk management and crisis management.

UNIT-I: Management defined-basic principles of management. The evolution of management science trends and challenges of management in global scenario.

UNIT-II: Planning: planning – first step in the process of management cycle-basic techniques of planning Basic factors involved in planning-Key planning points-psychological hazards to rational planning– strategic consideration in planning. Decision making process – Rational Decision Making.

UNIT-III: Need of organization– organizational hierarchy in large concerns– top management organization – staff units and committee –factors to be considered in the establishment of an organization Career development – career stages – training and performance appraisal.

UNIT-IV: Process of controlling – types of control – budgetary and non-budgetary – Authority relationship-line function and staff– basics of delegation of responsibility and authority. Centralization and decentralization of authority and the pros and cons of each.

UNIT-V: Span of control – Pros and cons of narrow and wide spans of control– optimum spans.

Learning Outcomes:

- ❖ Students learn why decision making is the essence of management.
- ❖ Better knowledge on the process of controlling and its components.
- ❖ Better understanding of budgetary controlling techniques involving formulation of plans using statistical data, special report analysis, internal audit and ratio analysis.

Reference Books:

1. C.B. Gupta, Management Theory & Practice -Sultan Chand & Sons-New Delhi.
2. L.M. Prasad, Principles & Practice of Management-Sultan Chand & Sons-New Delhi.
3. P.C. Tripathi & P.N Reddy, Principles of Managements-Tata McGraw Hill-New Delhi.
4. Wehrich and Koontz, Management– A Global Perspective
5. N.Premavathy, Principles of Management-Sri Vishnu Publication-Chennai.
6. J. Jayasankar, Business Management- Margham Publication- Chennai
7. Harold Koontz, Cyril O & Donnell (1968) : Principles of Management.
8. Charles. W.L. Hill, Stever L Mcshane, (2007), Principles of Management, McGraw Hill Education.

INTERNAL MARKS ASSESSMENT

Attendance (5 Marks)			Seminar	Assignment	Test		Model Exam	Total
90-100	80-90	70-80	(5 Marks)	(5 Marks)	CIA 1	CIA 2	(5 Marks)	25
					(5 Marks)			

Dr.P.C.Sreelatha
HOD,Department of Business Economics

Dr.R.Shanthi
Principal,AACW

ANNA ADARSH COLLEGE FOR WOMEN
DEPARTMENT OF ENGLISH
MA ENGLISH
COURSE HANDOUT
2022-2023

LIST OF FACULTY

1	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
3	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
4	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
5	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
6	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
7	Dr.K. Srividhya, M.A, M.Phil, Ph.D
8	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
9	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
10	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
11	Dr. A.V.Joey, M.A, M.Phil, Ph.D
12	Dr. Nagarani D, M.A, M.Phil, Ph.D
13	Mrs.Sindhuja K.T, M.A, M.Phil, NET
14	Mrs. Aparna B, M.A, M.Phil, SLET
15	Mrs. K. Mary Elizabeth, M.A, M.Phil
16	Dr. Kavitha V, M.A, M.Phil, Ph.D

UNIVERSITY OF MADRAS
M.A. DEGREE COURSE IN ENGLISH
CHOICE BASED CREDIT SYSTEM REVISED REGULATIONS
(w.e.f. 2022- 2023)

PROGRAMME SPECIFIC OUTCOMES

On successful completion of this MA English course, the students will be able to achieve the following,

1. A profound comprehension about the diverse English literature and a critical approaching towards those literature and translations.
2. Critically analyze a text both from the historical and contemporary social perspective.
3. Capability to present their ideas in a brief and lucid way.
4. Developing a research framework and presenting their independent ideas effectively.
5. Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
6. Enabling a holistic perspective towards the socio-political inequalities and environmental issues.

Overall weightage for a course is ranked as 3=strong, 2=average, 1=weak, --- (Not applicable)

Course of Study and Scheme of Examinations FIRST SEMESTER

Course Components	TITLE OF THE SUBJECT	Hours	Credits	Int.	Ext.	Total
CORE1	POETRY I – From Chaucer to 17 th Century	6	4	25	75	100
CORE2	DRAMA I – Elizabethan and Jacobean and Drama	6	4	25	75	100
CORE3	FICTION I – Origins and Developments up to 18 th Century	6	4	25	75	100
CORE4	Indian Writing in English and in Translation	6	4	25	75	100
Elective1	World Classics	4	3	25	75	100
Soft Skills–I		--	2	40	60	100

SECOND SEMESTER

Course Components	TITLE OF THE SUBJECT	Hours	Credits	Int.	Ext.	Total
CORE5	American Literature	5	4	25	75	100
CORE6	POETRY II – Eighteenth to Nineteenth Century	5	4	25	75	100
CORE7	Drama II - Restoration to Twentieth Century	6	4	25	75	100
CORE8	Fiction II – Nineteenth to Twentieth Century	6	4	25	75	100
Elective2	English for Careers	3	3	25	75	100
Extra-Disciplinary1	Copy Editing	3	3	25	75	100
Soft Skills–II		2	2	40	60	100

THIRD SEMESTER

Course Components	TITLE OF THE SUBJECT	Hours	Credits	Int.	Ext.	Total
CORE9	Shakespeare Studies	6	4	25	75	100
CORE10	Linguistics and English Language Teaching	6	4	25	75	100
CORE11	Literary Criticism and Literary Theory	6	4	25	75	100
Elective3	Introduction to Translation Studies	3	3	25	75	100
Elective4	Literature Analysis, Approaches and Applications	3	3	25	75	100
ED2	Extra-Disciplinary - Theatre for Communication	2	3	25	75	100
Soft Skills–III		2	2	40	60	100
Internship	**	2	2			

**** Internship will be carried out during the summer vacation of the first year and marks should be sent to the University by the College and the same will be included in the Third Semester Marks Statement.**

FOURTH SEMESTER

Course Components	TITLE OF THE SUBJECT	Hours	Credits	Int.	Ext.	Total
CORE12	Twenty first Century Millennial Literature and Culture	6	4	25	75	100
CORE13	Women Studies	6	4	25	75	100
CORE14	Film Appreciation	6	4	25	75	100
CORE15	Research Methodology and Project Writing	4	6	25	75	100
Elective4	English Literature for NTA, NET, SET & GATE	6	3	25	75	100
Soft Skills–IV			2	40	60	100

Research Methodology and Project Writing

Course Description

Aim of project writing is to introduce the students to the writing style like Rewriting, Drafting, Revising, Editing and Paraphrasing Techniques. This project writing will help the students to Learn about Research Methodology, Literature review, and the methods to avoid Plagiarism.

Learning Outcome Index: Mapping of Program with Courses

Program Outcomes	Core Courses				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	X				
Outcomes 2		X			
Outcomes 3			X		
Outcomes 4				X	
Outcomes 5					X
Outcomes 6					
Overall Weightage for this course					

Theory Papers:

Internal Marks 25

Best Two tests out of 3 Attendance Assignment/Seminar

15 marks

5 marks

5 marks

Project:

External Viva/project

Internal

60 marks

Soft skills (Existing syllabus)

40 marks

Internal

External

60

Total Credits

40

PATTERN OF QUESTION PAPER: 8

PART –A (50 words): Answer 10 out of 15 Questions 10 x 1 = 10 marks

PART –B (200 words): Answer 5 out of 7 Questions 5 x 5 = 25 marks

PART –C (500 words): Answer 4 out of 6 Questions 4 x 10 = 40 marks

S.SENATE. SEPT'2022

SEMESTER – I

CORE PAPER 1 - Poetry I - From Chaucer to 17th Century

Course Objectives

CO1- To familiarize students with English Poetry starting from Medieval England to 17th Century.

CO2- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.,

CO3- A good comprehension of History of English literature is enabled.

CO4- Differentiation among the various stages of English could be identified by students. CO5- Critical approaches towards various literary forms can be learnt.

Learning Outcomes

1. Students will gain ideas about the old English writing style.
2. The knowledge about various forms of poetry during different centuries can be well comprehended.

UNIT 1

Chaucer and Medieval England

Geoffrey Chaucer From “The Prologue” to The Canterbury
Tales The Knight
The Prioress
The Wife of Bath
The Monk
The Doctor of Physic

UNIT 2

Poetic Forms during 16th Century

Lyric, Ballad, Sonnet Ballad of Sir Patrick Spens
Spenser’s Prothalamion, Wyatt and
Surrey’s Sonnets – 2

UNIT 3

Poetic Forms during 17th Century Metaphysical Poetry

John Donne

The Canonization Ecstasy

UNIT 4

Satire

John Dryden

Absalom and Achitophel

UNIT 5

Epic

John Milton

Paradise Lost Book IX

Reference Books:

1. T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2. H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
8. H.J.C. Grierson, "Metaphysical Lyrics and Poems of the Seventeenth Century" OUP, 1983, London.

Website, e-learning resources

<http://www.english.org.uk/chaucer/htm>

Recommended texts

1. 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
2. Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Courses				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	3	2	2
Outcomes 2	3	3	3	3	3
Outcomes 3	3	3	2	2	2
Outcomes 4	3	2	3	3	3
Outcomes 5	2	2	1	1	1
Outcomes 6	1	1	1	1	1
Overall Weightage	15	14	13	12	12

CORE PAPER 2 – Drama I - Elizabethan and Jacobean Drama

Course Objectives

CO1-To acquaint the students with the origin of drama in Britain

CO2- Different stages of British Drama and its evolution in the context of theatre can be understood by the students.

CO3-Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan and Jacobean Periods.

CO4- Identify different forms of drama

CO5-Get exposed to the contribution of University Wits.

Learning Outcomes

At the end of the course, the students will have wide variety of knowledge about the origin and development of drama beginning from Miracle and Morality plays followed by the contribution of University Wits to the field of English theatre.

UNIT 1

Beginnings of Drama

Miracle and Morality Plays – Everyman

UNIT 2

The Senecan and Revenge Tragedy

Thomas Kyd

The Spanish Tragedy

UNIT 3

Elizabethan Theatre

UNIT 4

Tragedy and Comedy

Christopher Marlowe

Ben Jonson

Theatres, Theatre groups,
audience, actors and
conventions

UNIT 5

Jacobean Drama

John Webster

The Jew of Malta

Volpone The White Devil

Reading list

(Printed and online)

1. Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
3. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
4. John Russell Brown and Bernard Harris, eds., Elizabethan Theatre, Stratford - upon - Avon Studies Vol9., Edward Arnold, London.
5. Allardyce Nicoll, 1973, British Drama, Harrap, London.
6. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
7. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
8. Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.

Website, e-learning resources

[http://www.clt.astate.edu/wmarey/asste %](http://www.clt.astate.edu/wmarey/asste%20)

<http://eb.com>

(Encyclopaedia Britannica – restricted site)

<http://en.wikipedia.org/wiki>

(qualified search results on Elizabethan Theatre, Restoration Drama, Comedy of Manners, realism, naturalism, Abbey Theatre, Gaelic Revival, Modern Celts, Epic Theatre, Political Theatre, Experimental Theatre, etc. and on individual authors.) <http://www.questia.com>
(online library forresearch)

Recommended text

Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	3	3	2	2
Outcomes 2	2	3	3	3	2
Outcomes3	3	2	2	1	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	3	2	1
Outcomes 6	1	1	1	1	1
Overall Weightage For this course	13	14	15	12	11

CORE Paper 3 - Fiction I - Origins and Developments up to 18th Century

Course Objectives

CO1-To familiarize the students with the origin and development of the British Novel up to the 18th Century.

CO2-The contents of the paper are meant to throw light on various concepts and theories of the novel.

CO3- To understand the social background based on the prescribed novels.

CO4- Identifying and differentiating various forms of novels. CO5- Trying hands in writing a piece of work on their own.

Learning Outcomes

1. A wide knowledge about different types of novels can be mastered by the students.
2. Students can learn the art of writing different forms of novel with the learned notions.

UNIT 1

Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.

UNIT 2

Allegorical Novel and Satire

John Bunyan
Jonathan Swift

The Pilgrim's Progress
Gulliver's Travels

UNIT 3

The New World Novel

Daniel Defoe

Robinson Crusoe

UNIT 4

Picaresque Novel

Laurence Stern

Tristram Shandy

UNIT 5

Middle Class Novel of Manners

Jane Austen

Emma

Reading list

(Printed and online)

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2. F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.
3. Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
4. Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

Website, e-learning resources

<http://en.wikipedia.org/wiki/novel>

Recommended list

Standard editions of
texts

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	2	3	1
Outcomes 2	3	2	3	3	2
Outcomes 3	3	2	2	2	3
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	2	3
Outcomes 6	2	1	1	1	1
Overall weightage for this course	16	12	13	14	13

CORE Paper 4 - Indian Writing in English and in Translation

Course Objectives

CO1- Enabling the students to understand the evolution of Indian Writing in English. CO2- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and on the impact of the West. CO3-Comprehending different genres through the representation of different texts. CO4- The course would enable them to get a glimpse of the rich diversity of culture and literature in the regional languages through translation in contemporary times. CO5- A wide knowledge about the social cultural issues could be gained.

Learning Outcomes

1. The students would inculcate the nuances of translation.
2. The exposure to diverse culture and literature will further enlighten them about socio- cultural scenario in the contemporary era.

UNIT 1

Indian Classical literary Tradition; impact of English Studies on India; Colonialism; Nationalism; Nativism and Expatriatism; Socio-Cultural issues such as gender, caste and region

UNIT 2 Poetry

Rabindranath Tagore

Gitanjali: 12,36,63,

12) The Time that
my journey takes
is long

36) This is my
prayer to Thee

63) Thou hast made
me know to friends

Nissim Ezekiel

“Background Casually” (Indian Writing
in English ed. Makarand Paranjape,
Macmillan 1993, p.112)

K.K Daruwalla “Hawk” *from* The Anthology of Twelve Modern Indian
Poets Ed. A.K. Mehrotra (OUP, 1992)

Arun Kolatkar

From Jejuri

The Bus

Kamala Das

A

Scratch

Introduction, Eunuchs

UNIT 3

Drama

Vijay Tendulkar

Silence! The Court is in Session

The Renaissance in India B.R.

UNIT 4

Prose and

Fiction Prose Sri

Aurobindo

Ambedkar

Extracts 4, 5 and 6

from

Annihilation of Caste ed.

Fiction

R.K. Narayan

Shashi Deshpande

Mulk Raj Anand (Delhi:

Arnold Publishers, 1990, pp.

47-54)

UNIT 5

Indian Literature in Translation

The Painter of Signs Dark

Holds No Terror

Poetry

The following Selections *from* A.K. Ramanujan's "Love and War" (The Oxford Indian Ramanujan, ed., Molly Daniels, OUP, 2004).

Kapilar, Akananooru pg. 82

Purananooru pg. 356

Short Story

The following selections from Routes: Representations of the West in Short Fiction from South India in Translation eds. VanamalaViswanatha, V.C. Harris, C. Vijayashree and C.T. Indra (Macmillan 2000).

Kannada

MastiVenkatesaIyengar

The Sorley Episode

Malayalam

P. Surendran

Synonyms of the Ocean

Tamil

PudumaiPithan

Teaching

Reading list (print and online)

1. K.R. SrinivasaIyengar, 1962, –History of Indian Writingin English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. William Walsh, 1990, Indian Literature in English, Longman, London.
4. Subhash Chandra Sarker, 1991, Indian Literature, and Culture, B.R. Publishing Corporation, Delhi.
5. M.K. Naik&Shyamala A Narayan, 2001, Indian English Literature 1980-2000: A Critical Survey ,D.K. Fine Art Press (P) Ltd., New Delhi.
6. TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
7. RajulBharagava Ed., 2002, Indian Writing in English: The Last Decade,Rawat Publications, New Delhi.
8. K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
9. P.K. Rajan ed., 2004, Indian Literary Criticism in English: Critics, Texts, Issues,Rawat Publications, New Delhi.
10. Bruce King, 2001, Modern Indian Poetry in English, OUP, New Delhi.
11. AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
12. A.K. Mehrotra, 2003, An Illustrated History of Indian Literature in English. Permanent Black, New Delhi.

Website, e-learning resources

[http://en.wikipedia.org/wik/indian wring in english](http://en.wikipedia.org/wik/indian_wring_in_english)

Recommended texts

Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	2	2	1
Outcomes 2	3	2	2	2	2
Outcomes3	2	2	3	2	2
Outcomes 4	3	3	3	3	1
Outcomes 5	2	2	2	2	2
Outcomes 6	2	1	1	1	3
Overall Weightage for this course	15	12	13	12	11

Elective Paper 1 - World Classics

Course Objectives

- CO1-To familiarize the students with the World classics.
- CO2- Course intends to draw the attention of the students to the Socio, economic, cultural factors reflected in Indian, European and Russian Literatures.
- CO3-The parallel growth of the European and Indian Literatures from ancient to Modern periods is focused for the understanding of the learner.
- CO4- A pan cultural understanding could be enabled for the students.
- CO5- Connecting different disciplines for a holistic approach towards the text is made possible.

Learning Outcomes

1. A broad understanding of ancient classics and its reflection in other parts of world literature is enabled for the students.
2. Religion, philosophy and literature could be well identified and connected by the students.

UNIT 1 Concepts

Religion and literature- Religion as a source of literature- The human sciences- Philosophy and Literature – concepts of Marxism, Naturalism and Realism in fiction- superstition and belief reflected in literature – World literature as one.

UNIT 2 Poetry

Thiruvalluvar's Thirukkural. (Penguin selections translated by Rajaji.)

UNIT 3 Prose

Plato Portrait of Socrates.

UNIT 4 Prose Fiction

Kalki's Parthiban Kanavu
Camus The Outsider.
Thakazhi

UNIT 5 Drama

Sophocles Oedipus Rex
 Ibsen A Doll's House.

Reading list
(Print and
online)

1. Lau Magnesm, A Dictionary of Modern Eurpean Literature.
2. Raymond Williams, Drama from Ibsen to Brecht.
3. J.M. Cohen, A History of
 Western Literature. Website
[:http://en.wikipedia.org/wiki/Drama](http://en.wikipedia.org/wiki/Drama)

Recommended texts

Standard editions of texts.

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	3	2	2
Outcomes 2	3	3	3	3	3
Outcomes3	2	2	1	3	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	1	2
Outcomes 6	1	3	2	2	1
Overall Weightage for this course	14	15	14	14	13

Second Semester

CORE Paper 5 - American Literature

Course Objectives

- CO1- Exposure to various movements in American Literature.
- CO2-Getting familiarized to the text of marginalized Native American and text written by Trans-gender.
- CO3- Understanding social cultural background through different literary genres
- CO4-Critically analyzing a text from the historical and social background
- CO5-Evaluate the contribution of major writers to the field of American Literature

Learning Outcomes

The Students can be well-familiarized with the origin and development of American Literature from the time of the settlers and colonies to the postmodern and multi-cultural literature.

UNIT 1

Concepts and Movements: Beginnings of American Literature; Transcendentalism; Individualism; The American South; The Frontier; Counter – Culture; Harlem Renaissance; Rise of Black Culture and Literature; Multiculturalism; Multi ethnic literature

UNIT 2

Poetry

Walt Whitman

Passage to India

Emily Dickinson

Success is Counted Sweetest
The Soul Selects her Own Society
Because I could not Stop for Death

Robert Frost

Home Burial

Wallace Stevens

Anecdote of the Jar

E.E. Cummings

Any one lived in a pretty how

Building

UNIT 3

Long Day's Journey into the Night
All My Sons

Drama

Eugene O'Neill

Arthur Miller

Owen Thomas, 1986, *Walden and Civil Disobedience*: Norton Critical Edition ed.,
Prentice – Hall & Indian Delhi.

Website, e-learning resources

www.gonzago.edu/faculty/cample/enl311/litfram.html

Recommended texts

1. Egbert S. Oliver ed., *An Anthology: American Literature, 1890-1965*, Eurasia Publishing House (Pvt) Ltd., New Delhi.
2. Mohan Ramanan ed., 1996, *Four centuries of American Literature*, Macmillan India Ltd., Chennai.
3. Standard Editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	2	3	3	3
Outcomes 2	2	3	3	3	3
Outcomes3	1	2	2	2	2
Outcomes 4	2	3	3	3	2
Outcomes 5	1	1	2	2	2
Outcomes 6	2	3	1	1	1
Overall Weightage for this course	10	14	14	14	13

CORE Paper 6 - Poetry II - Eighteenth to Nineteenth Century

Course Objectives

CO1-To familiarize the students with English Poetry starting from the Augustans to the beginning of the Romantic Period in English Literature.

CO2-To sensitize the students to certain exclusive poetic qualities of these two periods.

CO3- Assessing the importance of different poetic forms
CO4- Critically analyzing the poem using poetic techniques

CO5- To create an interest in identifying different forms of poetry during different stages

Learning Outcomes

1. Interest towards poetry writing is kindled.
2. The students could differentiate the growth of poetry during those vital movements of English literature.

UNIT 1

Classicism and Augustan Ideals: Wit, Taste, Decorum, Propriety, Purity of Genre and Poetic Diction; Heroic Couplet; Verse; Satire and Urbanism; Romantic Revolt; Pre-Raphaelites

UNIT 2

Augustan Satire
Alexander Pope

The Rape of the Lock, Canto I (The Rape of the Locked. Geoffrey

UNIT 3

Transitionists

William Blake

Tillotson. Methun& Co. Ltd. London. 1941).

*From Songs of
Experience London*

*From Songs of
Innocence The Echoing
Green Night*

William Collins

Ode to Evening

UNIT 4

Romantics

William Wordsworth

S.T. Coleridge

P.B. Shelley

John Keats

Ode on the Intimations of Immortality

Dejection: An Ode

Ode to Skylark

Ode on a Grecian Urn

UNIT 5

Victorians

Robert Browning

Lord Alfred Tennyson

G.M. Hopkins

Matthew Arnold

Fra Lippo Lippi

Lotus Eaters

The Windhover

Dover Beach

Reading list (Print and online)

1. Douglas Grant, 1965, New Oxford English Series, OUP, Delhi.
2. Shiv K. Kumar, 1968, British Romantic Poets: Recent Revaluations, University of London Press Ltd., London.
3. A. E. Dyson, ed., 1971 Keats ODES, Case Book series, Macmillan Publication Ltd., London.
4. Malcolm Bradbury, David Palmer, eds., 1972, Stratford-upon-Avon Studies, Arnold-Heinemann, New Delhi.
5. Graham Hough, 1978, The Romantic Poets, Hutchinson & Co., London.
6. David Daiches, 1981, A Critical History and English Literature Vols. II&III. Secker & Warburg, London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_poetry

Recommended texts

1. 1973, The Oxford Anthology of English Literature Vol. II., OUP, London.
2. Standard editions of text.

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	2	2
Outcomes 2	3	2	3	3	3
Outcomes3	2	1	2	3	2
Outcomes 4	3	2	3	2	2
Outcomes 5	2	2	2	2	2
Outcomes 6	1	1	1	2	1
Overall weightage for this course	14	11	13	14	12

CORE Paper7 - Drama II - Restoration to Twentieth Century

Course Objectives

CO1-To equip the students in examining different forms of drama from the Restoration period to the Twentieth Century

CO2- To familiarize them with current trends in drama in the context of changing socio- cultural values.

CO3- Critically analyzing a drama is enabled

CO4- Evaluating different forms of drama from the historical background could be learnt.

CO5- Understanding dramatic techniques implied by the pioneers of English drama

Learning Outcomes

A vivid understanding of development of drama in various stages of English literature can be mastered by the students.

The style of drama along with the theatre techniques can be imbibed by the students.

UNIT 1

The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19th Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre.

UNIT 2

Restoration

John Dryden
William Congreve

All for Love
The Way of the World

UNIT 3

Irish Dramatic Movement

J.M Synge

The Playboy of the Western World

UNIT 4

Epic Theatre
Bertolt Brecht

Mother Courage and her
Children

Comedy of Menace
Harold Pinter

Birthday Party

UNIT 5

Post-Modern Drama
Samuel Beckett

Waiting for Godot

Reading list (Print and online)

1. Raymond Williams, 1968, Drama From Ibsen to Brecht, Chatto & Windus, Toronto.
2. Harold Love, ed., 1972, Restoration Literature; Critical Approaches, Methuen & Co. Ltd, London.
3. A.C. Ward, 1975, Longman Companion to Twentieth Century Literature, Second Edn., Longman, London.
4. Kennedy, Andrew, 1976, Six Dramatists In Search of A Language, Cambridge University Press, London.
5. Una Ellis – Fermor, 1977, The Irish Dramatic Movement, Methuen and Company Ltd.
6. G.J. Watson, 1983, Drama: An Introduction, Macmillan, Hong Kong.
7. Banham, Martin, 1995, The Cambridge Guide to Theatre, Cambridge University Press, Cambridge.
8. Arnold P. Hinchliffe, 1999, The Absurd (The Critical Idiom), Methuen and Co., London.
9. Innes, Christopher, 2002, Modern British Drama The Twentieth Century, Cambridge University Press, Cambridge.
10. Rabey, David Ian, 2003, English Drama Since 1940, Pearson Education Ltd., London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_drama<http://eb.com>

(Encyclopedia Britannica – restricted site)

<http://en.wikipedia.org/wiki>

(qualified search results on Elizabethan Theatre, Restoration Drama, Comedy of Manners, realism, naturalism, Abbey Theatre, Gaelic Revival, Modern Celts, Epic Theatre, Political Theatre, Experimental Theatre, etc. d on individual authors.)

<http://www.questia.com>

(online library for research)

Recommended texts Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	1	2	2	2
Outcomes 2	3	2	3	3	3
Outcomes 3	2	2	2	2	2
Outcomes 4	3	1	3	3	3
Outcomes 5	2	1	2	2	2
Outcomes 6	1	1	1	1	1

Overall weightage for this course	13	8	13	13	13
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CORE Paper 8 - Fiction II - Nineteenth to Twentieth Century

Course Objectives

CO1-To focus the attention on several technical issues associated with Fiction per se such as narrative technique, characterization and space-time treatment

CO2-To examine the rich cultural, social and political backdrop which contributed to the diversity of fictional writing.

CO3- Assessing the contribution of major fiction writers to the field of English literature

CO4- Evaluating the impact of movements on literature

CO5- Critically analyzing the different narrating techniques

Learning Outcomes

The students can understand the narrative techniques and characterization with cultural background scenario in the context of fictional writing.

UNIT 1

French Revolution – Victorian Social Scene Gender– Industrial Development – Colonial Expansion – Issues – Class, Liberal Humanism and the Individual – Individual and the Environment – Man and Fate, realism, multiple narration, stream of consciousness, point of view.

UNIT 2

The Victorian Socio - Political and Economic Scenario

Joseph Conrad

Heart of Darkness.

UNIT 3

Women's Issues

Charlotte Bronte

George Eliot

Jane Eyre

Mill on The Floss

UNIT 4

Liberal Humanism, Individual Environment and Class Issues

D.H. Lawrence

The Rainbow

Virginia Woolf

Mrs. Dalloway

UNIT 5

Quest

James Joyce

Portrait of the Artist as a Young Man

Reading list (Print and online)

1. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
2. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.
3. Malcom Bradbury and David Palmer. Eds., 1979, Contemporary English Novel, Edward Arnold Press, London.
4. Ian Watt, 1991, The Victorian Novel: Modern Essays in Criticism, OUP, London.
5. Dennis Walder, Ed., 2001, The 19th Century Novel; Identities, Routledge, London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_literature

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	2	1	3	2
Outcomes 2	3	3	2	2	3
Outcomes3	2	2	1	1	3
Outcomes 4	2	3	3	3	3
Outcomes 5	2	3	2	2	2
Outcomes 6	1	2	1	1	1
Overall weightage for this course	12	15	10	12	14

Elective Paper - 2 - English for Careers

Course Objectives

CO1-To equip students with the necessary competence required for emerging areas in the field of Knowledge Management; to develop mastery over presentation skills.

CO2- Preparing the students for content writing and other communicative skills.

CO3- Developing efficient writing in Journalism

CO4- Equipping skillful communication tactics

CO5- Enhancing technical based writing skill

Learning Outcomes

Understanding the effective usage of English technically at the appropriate places of business and managements can be well accomplished through this English for Careers Course

UNIT I

Basic concepts in effective business writing, presentation skills and Knowledge Management

UNIT 2

Editing techniques for Newsletters and Press Releases

UNIT 3

Writing for oral communication, Online CV writing.

UNIT 4

Writing for a website

UNIT 5

Content development and creating vlogs

Reading list (Print and online)

1. Robert Heller, 1998, Communicate Clearly – Dorling Kindersley Ltd., London.
2. Matthukutty M. Monippally, 2001, BusinessCommunication Strategies, Tata McGraw Mill.
3. T.M. Farhatullah, 2002, Communication Skills for Technical Students, Orient Longman.
4. 2004, Write to the top – Writing for Corporate Success; Deborah Dumame; Random House
5. Jayashree Balan, 2005, Spoken English, Vijay Nicole Imprints.

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Elective				
	CO 1	CO 2	CO3	CO4	CO5
Outcomes 1	---	---	2	2	2
Outcomes 2	---	---	--		
Outcomes3	3	3	3	3	3
Outcomes 4	---	---	2	2	2
Outcomes 5	3	3	3	3	3
Outcomes 6	---	---	2	2	2
Overall weightage	6	6	12	12	12

Extra – Disciplinary Paper-1 - Copy Editing

Course Objectives

CO1- To comprehend the basic skills of editing as it is applicable in the field of publishing and Journalism.

CO2- Analyzing the need of copy-editing skills

CO3- Developing the student's ability to edit and prepare a manuscript for publication which will enhance their employability in publishing industry

CO4-Applying the knowledge of Language

components CO5- Evaluating the important components of publishing

Learning Outcomes

As publishing industry is one of the most popular job providing sectors for the English literature students, they will get equipped themselves to enter into the field of publishing through this copy editing course.

UNIT 1

Introduction to publishing industry

Politics in publishing

UNIT 2

World- and Nation-wide publishing

industry Organizational structure of copy

editing Departments within publishing

industry

UNIT 3

Components of publishing

a. Basics of editing-Editing for Clarity and meaning, editing for meaning and paragraph writing.

b. Language Components in copy editing.

Focus on Redundancy, Vocabulary, etymology, Collocation, Synonyms, Antonyms, Suffix, Prefix and confusing words.

UNIT 4

Role of a copy editor

The Book: finished product

The significance of copy editing and its job prospects

Unit 5

Practical application of copy editing techniques

Reading list (Print and online)

1. Gerson, Sharon, J. and Steven, M. Gerson., 2000, Technical Writing: Process and Product, Prentice Hall.

Recommended texts

Rob Kitchin & Duncan Fuller, 2005, The Academic's Guide to Publishing, Vistaar Publications, New Delhi.

Learning Outcome Index: Mapping of Program outcome with courses

Extra-Disciplinary Course

Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	---	---	---	1	---
Outcomes 2	---	---	---	2	---
Outcomes 3	2	2	3	3	2
Outcomes 4	1	1	---	---	---
Outcomes 5	3	3	3	3	3
Outcomes 6	---	---	---	---	---
Overall Weightage for this course	6	6	6	9	5

SEMESTER: III

HBB3A - SHAKESPEARE STUDIES

Subject: SHAKESPEARE STUDIES Subject Code: HBB3A

Class: II M A ENGLISH Semester: ODD (III)

COURSE OBJECTIVES:

- To make students understand and enjoy Shakespeare's plays, Criticism of Theatre.
- To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare.
- To appreciate Shakespearean language and its influence in the making of modern English
- provide the students with the context of Elizabethan England from the evolving contemporary perspectives down the ages.

SYLLABUS:

UNIT I

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies upto the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT 2

Sonnets Sonnets – 12, 65, 86, 130 **Comedies** Much
Ado About

Nothing Winter's
Tale

UNIT 3

Tragedy Othello

UNIT 4

History Henry IV Part I

UNIT 5

Shakespeare Criticism

Modern approaches - mythical, archetypal, feminist, post-colonial, New
historicist; A.C. Bradley (extract) Chapter V & VI and the New

Introduction by John
Russell Brown in
**Shakespearean
Tragedy** by

Wilson Knight Macbeth and the

A.C. Bradley,
London, Macmillan, Third Edition, 1992

Stephen Greenblatt Invisible Bullets:

Metaphysic of Evil (1976, V.S. Seturaman &
S. Ramaswamy **English Critical Tradition**
Vol. I. Chennai, Macmillan).

Renaissance Authority and its Subversion,
Henry IV & Henry V, in **Shakespearean
Negotiations**. New York: Oxford University
Press, 1988 Also in **Political Shakespeare:**

**New Essays in Cultural
Materialism**. Eds. Jonathan
Dollimore and Alan Sinfield
Manchester University Press,
1994

Ania Loomba Sexuality and Racial Difference in **Gender, Race, And
Renaissance
Drama**,
Manchester UP, 1989.

COURSE OUTCOMES:

1. After doing this course the students will be able to
2. Recollect features of Elizabethan theatre along with Shakespeare's life and works.
3. Identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre.
4. Analyze prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions.
5. Synthesize acquired knowledge to critique plays and enact.

Reference Books:

Bradley, A.C., 1904, Shakespearean Tragedy, Macmillan, London.

Spurgeon, 1935, C.F.E. Shakespeare's, Imagery and what It Tells us, Cambridge UP, Cambridge.

E.M.W. Tillyard, 1943, Elizabethan World Picture, Chatto and Windus, London.

Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.

Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London. Henn, T.R., 1956, The Harvest of tragedy, London.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	S	S	S	M	S
CO3	S	M	S	S	S
CO4	S	S	M	S	S
CO5	M	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

ENGLISH LANGUAGE AND LINGUISTICS- HBB3B

COURSE OBJECTIVES :

Objectives of the course is to enable the students to have a conceptual understanding of the English Language in a historical perspective; to recognize, identify and use sounds and structures; to identify and explain process of second language acquisition; to adopt and practice English Language Teaching approaches.

Syllabus:

Unit I – Phonology

- 1) The Sounds of Language
 - 2) The Sound Patterns of Language
 - 3) Transcription & Reverse Transcription
- #### Unit II - Linguistics
- 1) Language and the Brain
 - 2) Language & Regional Variation

3) Language & Social Variation

4) Language & Culture

Unit III - Teaching of English as Second Language (TESL)

- English Language Teaching (ELT), English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP)
- ELT Theories, Approaches, and Methods
- Student Diversity and Classroom Management; Teacher as Facilitator or Mentor •

Classroom Observation; Teacher Reflection; Teaching Journals

- Peer Teaching and Group Teaching; Professional Development of Teachers

Unit IV - Curriculum Development and Language Assessment

- Types of Syllabus; Materials Design and Development; Lesson Plans
- Synchronous and Asynchronous Learning, Learning Management Systems (LMS)
- Outcome Based Education (OBE), Bloom's Taxonomy, ADDIE Model
- Wash-Back Effect; Formative and Summative Assessment
- Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distractor Analysis
- Common European Framework of Reference for Languages (CEFR)

Unit V - Digital Literacy and Action Research

- Digital Language Labs - Synchronous and Asynchronous language teaching • ICT tools, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling • Web 2.0 - Language Learning apps, Blogs, Social Networks,
- Blended Learning, Flipped Classroom
- Fundamental Research, Empirical Research, Evaluative Research, Action Research

COURSE OUTCOME:

After completing this course students will be able to

1. Use English with an understanding of the sounds present in the language
2. Use English words with a thorough understanding of their structure and meaning
3. Transcribe the English words and know the nuances of the pronunciation
4. Learn various Modern tools in Teaching and Learning English Language
5. Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.

Reference Books:

Balasubramanian.T. A Textbook of English Phonetics for Indian Students . LaxmiPublications, 2013.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment - <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

Crystal, David. A Dictionary of Linguistics and Phonetics. Blackwell Publishing, 2008
Crystal, David. The Cambridge Encyclopedia of the English Language. CambridgeUniversity Press, 2003

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	S
CO2	S	M	S	S	S
CO3	S	S	M	S	M
CO4	S	S	S	S	S
CO5	M	S	M	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

**HBB3C - LITERARY CRITICISM AND LITERARY THEORY
COURSE OBJECTIVES:**

To give an overview of the critical trends from Aristotle's classical criticism to the post structural and post colonial theories.

To understand the principles, percepts and perspectives of different kinds of criticism.

SYLLABUS:**UNIT I**

Imitation - Pleasure and Instruction - Myths and Archetypes -Poetic

Structure - Diction; Text

–Author-Reader - The 'Other' – Formalism – Structuralism – Deconstruction – Post-Colonialism.

UNIT 2

Classical, Neo - Classical and Romantic Criticism

Poetics: Aristotle's view of Imitation & Definition of Tragedy Chapters 1-3, 6-12 and 14.

Sir Philip Sidney Apologie for Poetry

William Wordsworth Preface to Lyrical Ballads

S.T. Coleridge Biographia Literaria Ch 14

UNIT 3

Humanistic Criticism

Matthew Arnold Study of Poetry

T.S. Eliot Tradition and the Individual Talent

UNIT 4

Formalism and Structuralism

Cleanth Brooks Language of Paradox

Northrop Frye The Archetypes of Literature

Gerard Genette Structuralism and Literary Criticism UNIT 5

Post Structuralism

Roland Barthes Death of the Author

Edward Said (*From "Orientalism"* Extract in **A Post Colonial Studies Reader**)

COURSE OUTCOMES:

After doing this paper the students will be able to

1. Familiarize students with the literary premises and intellectual background pertinent to important eras of the literary and critical theory.
2. Encourage students to discover their own literary and critical "theories" as they read.
3. Introduce and examine practical critical concepts that are influential and important at the present time.
4. Help students know how to read, comprehend, discuss, analyze, and interpret critical texts of all types. Special emphasis will be placed on the cultivation of critical thinking, writing, and conversational skills.
5. Explore possible applications of critical theory to various literary texts

Reference Books :

M.H. Abrams, , 1953, The Mirror and the Lamp, OUP, Oxford.

Wimsatt and Brooks, ed., 1957, Literary Criticism – A Short History, Prentice-Hall, Delhi.

David Daiches, 1984, Critical approaches to Literature, Revised Edition, Orient Longman, Hyderabad.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	S
CO2	S	S	S	S	M
CO3	S	S	S	S	S
CO4	S	S	S	M	S
CO5	M	S	M	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

HBB3D - INTRODUCTION TO TRANSLATION STUDIES

COURSE OBJECTIVES:

- To sensitize learners to the role of translations in society
- To introduce learners to basic skills in translation

SYLLABUS:

Unit 1 : Basic concepts of Translation (10 Hrs)

1.1 Kinds of Translations

1.1.1. Interlingual

1.1.2. Intralingual

1.1.3. Intersemiotic

1.2 Concepts to be derived from practice

1.2.1 Source Language and Target Language

1.2.2 Equivalence

1.2.3 Word for Word, Sense for Sense

Unit 2 : Translation in the Indian context (15 Hrs)

1.3 “Introduction” to Short Fiction from South India by Mini Krishnan

1.4 Translating Culture Codes

Unit 3 : Literary Texts in translation (10 Hrs)

3.1 V.M. Basheer “Poovan Banana”

3.2 Ki. Rajanarayanan “The Chair” in The Tamil Story, Ed. Dilip Kumar

3.3 C.S. Chellappa Vaadivasal (OUP)

3.4 Comparing translations of a

text Translations of Akam 38

3.4.1 A.K. Ramanujan Poems of Love and War (OUP)

3.4.2 M.L. Thangappa Love Stands Alone (Penguin)

3.4.3 George L. Hart Ancient Poems in

Tamil Unit 4 : Application of Translation (10 Hrs)

4.1 Dubbing and Subtitling

4.2 Advertisements

4.3 Film Harry Potter and the Order of the

Phoenix Suggested Reading

Munday, Jeremy. “New Directions from the New Media”. Introducing

Translation Studies. Routledge, New York. 2008.

Unit 5 : Practical Application Tasks

COURSE OUTCOMES:

This course, helps you to

1. critically appreciate the process of translation
2. engage with various theoretical positions on Translation think about the politics of translation
3. assess, compare, and review translationstranslate literary and non-literary texts
4. have an awareness of what it means to be a professional translator
5. undertake an independent research activity

REFERENCE BOOKS

Baker, Mona, In Other Words: A Course Book on Translation. London: Routledge

Bassnet, Susan. Translation Studies. London & New York : Routledge, 1991.

Catford, J.C. A Linguistic Thoery of Translation: An Essay in Applied Linguistics

Duff, Alan, Translations. Oxford: OUP, 1989.

London: OUP, 1965.

Newmark, Peter. A textbook of Translation. London: Prentice Hall, 1988.

Savory, Theodore. The Art of V. London: Cape, 1957.

Steiner George. After Babel: Aspects of Language and Translation. V. London:

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	M	S	S	S	S
CO3	S	M	S	S	S
CO4	S	S	M	S	S
CO5	S	S	S	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

HBBXB - LITERATURE, ANALYSIS, APPROACHES AND APPLICATIONS AND COPY EDITING

COURSE OBJECTIVES:

- To enable the students to experience the practical aspects of literature studies

SYLLABUS

UNIT I

Practical Criticism – Critique and Book Review.

UNIT 2

Publishing Industry: Concept organisation function.

UNIT 3

Copy Editing : Basics Functions Role and Process;

Copy Editor: Role and Responsibility

UNIT 4

Proof Reading, Editing and E- Publishing

UNIT 5

Technical Writing- Manuals, Business Correspondence

COURSE OUTCOMES:

1. This course helps students to think critically and appreciate literary works.
2. This course also helps students to take up Copy Editing as a Profession.
3. It strengthens them to be a good proof-reader and editor.
4. Examine different forms of communication within the media.
5. Comprehend the way mass media uses language to persuade, inform and entertain.

Reference Books:

Practical Criticism : D.H. Rawlinson, The Practice of Criticism V.S. Seturaman et.al., Practical Criticism C.B. Cox:
The Practice of Criticism.

Resource books for teachers (eds) Krishnaswamy&Sivaraman. Interface between Literatureand Language (ed)
Durant &Fabb. Reading Literature, Gower& Pearson.

Kamath, M.V. The Journalist 's Handbook, VaniEductional Books,New Delhi, 1986.

Kamath, M.V. Professional Journalism.

OBJECTIVES

- To help students understand the mechanism of stress particularly negative emotions such as anxiety, anger and depression for effective management.
- To introduce the basic concepts of body language for conflict management.
- To give inputs on some of the important interpersonal skills such as group decision-making, negotiation and leadership skills.
- To make students learn and practice the steps involved in time management To impart training for empowerment thereby encouraging the students to become successful entrepreneurs.

Unit I- Stress Management

- Definitions and manifestations of stress
- Stress coping ability and stress inoculation training
- Management of various forms of fear (examination fear, stage fear or public speaking anxiety), depression and anger
- Dealing with crisis and disasters.

Unit II- Social Skills and Conflict Management Skills

- Component of Social Skills, effective ways of dealing with people.
- Types of conflict (intrapersonal, intra group and inter group conflicts)
- Basic concepts, cues, signals, symbols and secrets of body language
- Significance of body language in communication and assertiveness training
- Conflict stimulation and conflict resolution techniques for effective conflict management

Unit III- Interpersonal Skills

- Concept of team in work situation, promotion of team spirit, characteristics of team player.
- Awareness of ones own leadership style and performance.
- Nurturing leadership qualities.
- Emotional intelligence and leadership effectiveness- self awareness, self management, self motivation, empathy and social skills
- Negotiation skills- preparation and planning, definition of ground rules, clarification and justification, bargaining and problem solving, closure and implementation

Unit IV- Time Management

- Time wasters- Procrastination
- Time management personality profile
- Time management tips and strategies
- Advantages of time management

Unit V- Towards Empowerment

- Stimulating innovation and change- coping with “temporariness”
- Network culture
- Power tactics and power in groups (coalitions)
- Managerial empowerment and entrepreneurship
- Prevention of moral dwarfism – Moral and social code of conduct, ethics and other values, social concerns.
- Altruism (prosocial behavior/ helping behavior)
- Spirituality (clarifications with regard to spirituality)- strong sense of purpose trust and respect- humanistic practices- toleration of fellow human beings expressions.

PRACTICAL TRAINING

Relaxation exercises- Western (Autogenic Relaxation) and Indian techniques (Shavasana) Role- play, Social skills workshop
Transactional Analysis

REFERENCES

- 1.Swaminathan. V.D & Kaliappan. K.V(2001). Psychology for Effective Living. Chennai. The Madras Psychology Society.
- 2.Robbins, S.B.(2005). Organizational Behavior. New Delhi: Prentice Hall of India.
- 3.Smith, B (2004). Body Language. Delhi: Rohan Book Company.
- 4.Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata Mc Graw Hill.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	M	S	S	S	S
CO3	S	M	S	S	S
CO4	S	S	M	S	S
CO5	S	M	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

IV SEMESTER

HBB4A - TWENTIETH CENTURY POETRY

COURSE OBJECTIVES:

- To introduce a few seminal texts of mainstream twentieth century poets to students.
- To enable them to understand and interpret the Twentieth century poems.
- To sensitize the students to the important movements and systems of thought that contributed to the diversity of 20th century British poetry.

SYLLABUS:

UNIT I

Edwardian and Georgian Poetry - Modernism – Modernity – Religion – Imagism – Symbolism – Influence of representational arts in poetry - European influences – Influence of Marx on World Wars – Welfare State – Free Verse – Montage, Postmodern Poetry and Politics.

UNIT 2

Classical Modernists
W.B. Yeats Sailing to Byzantium
T.S. Eliot The Wasteland

UNIT 3

War and Modernist Poetry
Wilfred Owen Strange Meeting
W.H. Auden In Memory of W.B. Yeats

UNIT 4

Anti-Modernism
Movement Poets
Philip Larkin Whitsun Weddings
Ted Hughes Crow's Theology
Thom Gunn On the Move
Welsh Poets
Dylan Thomas Do Not Go Gentle Into That Good Night R. S. Thomas Here

UNIT 5

Post-Modern Poetry
Seamus Heaney Digging
Craig Raine A Martian Sends a Post Card Home

COURSE OUTCOMES:

1. After doing this course the students will be able to
2. understand the impact of social and historical events of 20th century on English writers and their works.
3. analyze the themes and styles in English poetry.
4. assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period.
5. describe the distinct features of British literature of the same period. analyze and interpret seminal poetry of the period with close reading.

References Books:

Cleanth Brooks, 1939, Modern Poetry and the Tradition, University of North Carolina , Press.

T.H. Jones, 1963, Dylan Thomas, Oliver & Boyd Ltd.

Norman Jeffares, 1971, Yeats: Profiles in Literature, Routledge & Kegan Paul London. Harlod

Bloom, 1972, Yeats, Oxford University Press, London.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	M	S	M	S	S
CO3	S	S	S	M	S
CO4	S	S	S	S	S
CO5	S	S	M	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

HBB4B - WRITINGS ON AND BY WOMEN

COURSE OBJECTIVES:

To appreciate the evolution of women's writings across the centuries, class and cultures To understand the feminist notions embedded in the texts through close reading

SYLLABUS:

UNIT 1: Varieties of Feminism – concept of gender – androgyny- Language of women – environment and women- double marginalisation.

UNIT 2: Poetry:

Anne Bradstreet Prologue
Marianne Moore Poetry
Sylvia Plath Lady Lazarus.
Maya Angelou Still I Rise
Margaret Atwood Marsh Languages
Charmaine D'Souza When God

made me a Whore(Rajani P, V.
Rajagopalan, Nirmal Selvamony, eds.,
Living & Feeling, Dept. of English.,
M.C.C.)

UNIT 3: Prose:

John Stuart Mill On subjection of women (V.S. Seturaman & C.T.
Indraed., 1994, **Victorian
Prose**, Macmillan India, Chennai. pp-318)

Virginia Woolf **A Room of One's Own**

(chapters 3 & 4) (Jennifer
Smith ed., 1998, **A Room
of One's**

Own by Virginia Woolf,

Cambridge UP, New Delhi.) Vandana

Shiva "Introduction to Ecofeminism"(

Vandana Shiva & Maria Mies, 1993, **Ecofeminism,**

Kali for Women, New Delhi.

Alice Walker In Search of Our Mother's
Garden

UNIT 4: Fiction

Arundhati Roy **The God of Small Things**

Jean Rhys **Wide Sargosa Sea**

Kate Chopin **The Awakening**

UNIT 5: Drama

Lorraine Hansberry **Raisin in the Sun**

Jane Harrison **Stolen**

COURSE OUTCOMES:

After doing this paper the students will be able to

1. Appreciate the aesthetics of women's writing and its distinct dynamics and dialectics
2. To evolve a feministic critical oeuvre that is embedded in classic and contemporary women centric texts.
3. Analyze verbally and in writing the relationship of literature to society
4. Analyze verbally and in writing the relationship of the individual reader to the literature
5. Compare and contrast images of women in distinct genres of literature

REFERENCE BOOKS :

Lisa Tuttle, 1986, Encyclopedia of Feminism, Facts on File Publications, New York.

Catherine Belsey & Jane Moore, eds., 1977, The Feminist Reader, II ed., Macmillan, London.

Kathy J. Wilson, 2004, Encyclopedia of Feminist Literature, Greenwood Press, Westport.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	S	M	S	S	S
CO3	S	S	S	M	S
CO4	S	S	S	S	S
CO5	S	S	S	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

HBB4C - ENGLISH LITERATURE FOR UGC NET/SET

EXAMINATION Subject: ENGLISH LITERATURE FOR UGC NET/SET

Subject Code: HBB4C

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE OBJECTIVE:

This paper intends to train the students to get through NET/SET and other competitive exams. It can also help them to master the subject and evaluate their knowledge of literature.

SYLLABUS:

The Elizabethan Age / Chaucer to Shakespeare: Historical Perspective and Background; Origins of Drama; Elizabethan Plays, Prose and Sonnets.

Geoffrey Chaucer, William Gower, Edmund Spenser, University Wits. Philip Sydney, Shakespeare, Ben Jonson, Christopher Marlowe and Thomas Kyd.

The Jacobean Age: Historical Perspective and Background; the Revenge Tragedies; the Metaphysical Poets; the Cavalier Poets.

John Webster, Thomas Middleton, Thomas Heywood, Francis Bacon and John Bunyan.

The Restoration Period: Historical Perspective and Background; Restoration Satire; Comedy of Manners.

John Dryden, John Milton, John Bunyan, William Congreve, Samuel Butler and William Wycherley.

The Augustan Age: Historical Perspective and Background; Satire and Sentimental Comedy.

Alexander Pope, Jonathan Swift, Daniel Defoe, Joseph Addison, Richard Steele, Samuel Johnson, Samuel Richardson, Henry Fielding, Oliver Goldsmith, George Smollett, Laurence Sterne and Richard Sheridan.

The Romantic Age: Precursors; Transitionists; Romantic Poets and Essayists.

Robert Burns, William Blake, Thomas Gray, William Collins, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, John Keats, Charles Lamb, Leigh Hunt, William Hazlitt, Thomas Penson De Quincey, Ann Radcliffe and Jane Austen.

The Victorian Age: Historical Perspective and Background; Victorian Poets, Pre Raphaelites, Essayists, Novelists.

John Stuart Mill, Thomas Carlyle, John Ruskin, Thomas Hardy, Charles Dickens, William Makepeace Thackeray, The Brontë Sisters, Mathew Arnold, Alfred Tennyson, Robert Browning, Dante Gabriel Rossetti, Charles Swinburne and William Morris

The Twentieth Century (Modernism & Postmodernism) / Contemporary Period: Historical Perspective and Background; Edwardian and Georgian Poets; Imagists; Symbolists; War Poets; Movements; Impact of World Wars I & II on Literature; Modern & Postmodern writers.

Walter Pater, Oscar Wilde, Ezra Pound, Thomas Stearns Eliot, Bernard Shaw, Rudyard Kipling, Joseph Conrad, George Orwell, Henry James, Edward Morgan Forster, Aldous Huxley, David Herbert Lawrence, James Joyce, Virginia Woolf and Somerset Maugham.

Samuel Beckett, Harold Pinter, Ted Hughes, Salman Rushdie, Kurt Vonnegut, Thomas Ruggles Pynchon Jr., John Barth, William Seward Burroughs II, Vladimir Nabokov and Italo Calvino.

American and Non-British Literatures: Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature.

American Writers: Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe, Henry David Thoreau, Walt Whitman, Herman Melville, Emily Elizabeth Dickinson, Mark Twain (Samuel Langhorne Clemens), Robert Lee Frost, Wallace Stevens, Eugene Gladstone O'Neill, Edward Estlin "E.E." Cummings, William Cuthbert Faulkner, Ernest Miller Hemingway, John Ernst Steinbeck Jr., Tennessee Williams (Thomas Lanier Williams III) and Arthur Asher Miller

Non-British Literatures: Chinua Achebe (Albert Chinualumogu Achebe), Ngugi Wa Thiong'o, Nadine Gordimer, Sir Vidiadhar Surajprasad Naipaul, Maya Angelou, Toni Morrison, Alice Walker, Margaret Laurence, Rudy Wiebe, Margaret Atwood, Michael Ondaatje, Moyez Gulamhussein Vassanji, Rohinton Mistry, Taslima Nasrin, Jean Rhys, Toru Dutt, Sri Aurobindo, Sarojini Naidu, Mulk Raj Anand, R.K. Narayan (Rasipuram Krishnaswami Iyer Narayanaswami), Nissim Ezekiel, Kamala Das, Girish Karnad, Eunice de Souza, Suzanna Arundhati Roy, Chetan Bhagat, Kamala Markandaya, Attipate Krishnaswami Ramanujan, Anita Desai, Vikram Seth, Amitav Ghosh, Vikram Chandra, Jhumpa Lahiri, Kiran Desai, Patrick White and Judith Wright.

All Nobel Prize Laureates in Literature and Pulitzer Prize Winners (Poetry, Drama & Fiction)

Literary Theory and Criticism: Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Mathew Arnold, T.S. Eliot, Northrop Frye, (Frank Raymond) F.R. Leavis, (Ivor Armstrong) I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir, Noam Chomsky, Jacques Derrida, Ferdinand de Saussure, Irving Babbitt, Cleanth Brooks, Mikhail Bakhtin, Roland Barthes, Michel Foucault, Julia Kristeva, Edward Said, Hayden White and Linda Hutcheon.

Rhetoric and Prosody: Figures of Speech: Alliteration, Consonance, Assonance, Antithesis, Apostrophe, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron. Rhyme and Metre, Rhythmic Patterns and Literary Terms

COURSE OUTCOMES:

1. This course helps to qualify the National Eligibility Test and other competitive exams in English literature.
2. The correct timeline of English Literature.
3. Learn more about British Literature, American, European, and Commonwealth Literatures.
- 4.

Gain Age wise overview.

5. Easily understand literary criticism and theory.

Reference books:

Andrew Sanders– An Oxford History of English Literature. Patricia Waugh- Contemporary Critical Theory. Peter Barry- Beginning Theory.

M.H. Abrams – A Glossary of Literary Terms.

An Outline History of English Literature by W.H. Hudson.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	M	S
CO4	S	S	S	S	S
CO5	S	S	S	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

HBB4D - FILM STUDIES

Subject: FILM STUDIES

Subject Code: HBB4D

Class: II M A ENGLISH

Semester: EVEN (IV)

COURSE OBJECTIVES:

- To combine the popular interest in films with technical and socio-cultural dimensions of film appreciation

Syllabus

UNIT I

History of Cinema in India; Major landmarks in India Cinema

UNIT 2

Kinds of Films

Historical

Patriotic

Documentary

Thrillers etc.

UNIT 3

Art of Film Making: Some Important

Techniques Acting/ Photography/Direction/

Scriptwriting etc

UNIT 4

Films and Entertainment

Films and Social Responsibility

UNIT 5

Review of Films

COURSE OUTCOMES:

1. This course helps the students to appreciate different kinds of Films.
2. It strengthens their knowledge of film making.
3. It motivates the students to specialise further in film studies
4. Gain a basic understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts.
5. Demonstrate familiarity with diverse forms of the moving image, including, for example, the feature film, experimental and avant-garde cinema

Reference Books :

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey. 2. Ed. S.

Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi. Website:

www.academicinfo.net/film.html

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	S	S	S
CO3	S	M	S	S	S
CO4	S	S	S	S	S
CO5	S	S	M	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

HBB4Q - RESEARCH METHODOLOGY

COURSE OBJECTIVES:

Project aims at equipping the students with efficiency in their research work and findings in a methodological fashion

Syllabus:

Research Methodology

1. Preparing Working Bibliography.
2. Format of Research Paper
3. Collections of Materials – Note Making – Plagiarism
4. Planning the Research Paper.
5. Documenting Sources – Parenthetical Documentation
6. Drafting the Research Paper – Use of Quotation – Use of Dictionary and Reference Books – Revising – Proof Reading.
7. Preparing the List of Works Cited.
8. The Format of the Research Paper

COURSE OUTCOMES:

1. Some of the course learning outcomes that students of this course are required to demonstrate run thus:
2. Develop a simple questionnaire to elicit specific information.
3. Collect data based on a survey and arrive at inferences using a small sample
4. Discuss and draft a plan for carrying out a piece of work systematically
5. Refer to authentic sources of information and document the same properly.
6. Provide proper explanation for technical terms in simple language.

Book Recommended

MLA Handbook 8th Edition : Rethinking Documentation
for the Digital Age(MLA Handbook for Writers of
Research Papers).

Objective: The major objective in introducing the Computer Skills course is to impart training for students in Microsoft Office which has different components like MS Word, MS Excel, MS Access, Power point etc., at two levels based on their knowledge and exposure. It provides essential skills for the user to get adapted to any work environment, as most of the systems in any6 work place have MS Office installed for their day to day activities. The course is highly practice oriented rather than regular class room teaching.

Unit I: *Word Processing* - Formatting - Paragraph and character styles, templates and wizards, table and contents and indexes, cross referencing; Tables and Columns - creating manipulating and formatting; Mail Merge, Labels and Envelopes.

Unit II: *Spreadsheets* - Workbook, Building, Modifying, navigating; worksheet- Autofill, copying and moving cells, inserting and deleting rows, printing; Formulas and functions- Troubleshooting formulas, Functions and its forms like database, financial, logical, reference , mathematical and statistical - Databases - Creating, sorting, filtering and linking.

Unit III: *Presentations* - PowerPoint - exploring, creating and editing slides, inserting tables and charts- special effects- Clip Art, creating and drawing shapes, inserting multimedia content - presentations - planning, animation, handouts, slideshow..

Unit IV: *Databases* - Access - Components, creating a database and project, import and exporting, customizing; Tables- creating and setting fields; Queries -Types, creating, wizard- Reports- creating and layout.

Unit V: *Information Management* - Outlook - Starting, closing, contacts, tool bars, file management; email-reading, composing, responding, attachments, signature, junk mail; tasks - screen, sorting, creating, deleting, assigning, updating; scheduling- calendar.

Note: All units need an approach through practical exposure.

References:

1. Working in Microsoft Office; Ron Mansfield, Tata McGraw Hill
2. Microsoft Excel 2007; Guy Hart Davis, Tata McGraw Hill.

Examination:

1. Internal assessment could be based on Theory and/or practicals.
2. End semester is based on practicals.

Note : *Unit II to Unit V needs exposure thru*

Practicals References:

1. Introduction to Computers – Peter Norton, Tata McGraw Hill
2. Microsoft 2003 – Jennifer Ackerman Kettell, Guy Hat-Davis, Curt Simmons, Tata McGraw Hill

Examination: 1. Internal assessment could be based on Theory and/or practicals 2. End semester is based on Practical

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME					
CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	M	S	S	S	S
CO3	S	S	S	M	S
CO4	S	M	S	S	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

ANNA ADARSH COLLEGE FOR WOMEN

DEPARTMENT OF ENGLISH

BA ENGLISH

COURSE HANDOUT

2022-2023

LIST OF FACULTY

1	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2	Mrs. R.V.Soupraja, M.A, B.Ed, M.PHIL
3	Mrs. K. Arulmozhi, M.A, M.Phil
4	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
5	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
6	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
7	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
8	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
9	Dr.K. Srividhya, M.A, M.Phil, Ph.D
10	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
11	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
12	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
13	Dr. A.V.Joey, M.A, M.Phil, Ph.D
14	Dr. Nagarani D, M.A, M.Phil, Ph.D
15	Mrs.Sindhuja K.T, M.A, M.Phil, NET
16	Mrs. Aparna B, M.A, M.Phil, SLET
17	Mrs. K. Mary Elizabeth, M.A, M.Phil
18	Dr. Kavitha V, M.A, M.Phil, Ph.D
19	Mrs. Maheswari .R ,M.A ,M.Ed , M.Phil ,NET

SEMESTER I

Course Component	Name of the Paper	Credits	Instructional Hours	Max. Marks		Total
				Internal	External	
PART I	Language Paper -I	3	6	25	75	100
PART II	BP2-ENG01-Communicative English I	3	3	50	50	100
PART III	BEN-DSC01:British Literature-I	4	6	25	75	100
	BEN-DSC02:Shakespeare	4	5	25	75	100
	BEN-DSA01:Background to English Literature-I	5	6	25	75	100
PART IV	Basic Tamil / Adv. Tamil / * NME	2	-	25	75	100
	BP4-EASS01-English for Arts and Social Sciences I	4	4	50	50	100
SEMESTER-WISE CREDITS TOTAL		25				

*NME; Choose any one from other Department

SEMESTER II

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
PART I	Language Paper – II	3	6	25	75	100
PART II	BP2-ENG02-Communicative English II	3	3	50	50	100
	BEN-DSC03:British Literature- II	4	6	25	75	100

PART III	BEN-DSC04:Indian Writing in English	4	5	25	75	100
	BEN-DSA02:Background to English Literature – II	5	6	25	75	100
PART IV	Basic Tamil / Adv Tamil / NME*	2	-	25	75	100
	BP4-EASS02-English for Arts and Social Sciences II	4	4	50	50	100
SEMESTER-WISE CREDITS TOTAL		25				

***NME; Choose any one from other Department**

SEMESTER III

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language - Paper III	3	6	25	75	100
Part II	BP2-ENG03-Literary Appreciation	3	6	50	50	100
Part III	BEN-DSC05:British Literature - III	4	6	25	75	100
	BEN-DSC06:Aspects of English Language-I	4	6	25	75	100
	BEN-DSA03:Background to English Literature – III	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies		Examination will be held in IV Sem.			
SEMESTER-WISE CREDITS TOTAL		25				

SEMESTER IV

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language Paper IV	3	6	25	75	100
Part II	BP2-ENG04- Academic Writing	3	6	50	50	100
Part III	BEN-DSC07:American Literature - I	4	6	25	75	100
	BEN-DSC08:Aspects of English Language – II	4	6	25	75	100
	BEN-DSA04:Background to European and American Literature	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies	2	-	25	75	100
SEMESTER-WISE CREDITS TOTAL		27				

SEMESTER V

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		
				Internal	External	
Part – III	BEN-DSC09:American Literature- II	4	6	25	75	100
	BEN-DSC10:World Classics in Translation	4	6	25	75	100
	BEN-DSC11:Aspects of English Language – III	4	6	25	75	100
	BEN-DSC12:Introduction to Literary Theory and Criticism	4	6	25	75	100
	BEN-DSE1A:Introduction to Journalism (or) BEN-DSE1B:English Language Teaching (or) BEN-DSE1C:Writing Skills for the New Media	5	6	25	75	100
Part –I V	Value Education	2	-	25	75	100
SEMESTER-WISE CREDITS TOTAL		23				

SEMESTER VI

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	

			H o u r s			
Part IV	BEN-DSC13:Postcolonial Literatures in English	4	6	25	75	100
	BEN-DSC14:Contemporary Literature	4	6	25	75	100
	BEN- DSC15:Indian Literatures in English	4	6	25	75	100
	BEN-DSE2A:Creative Writing (or) BEN-DSE2B:Women's Writing (or) BEN-DSE2C:Literatures from the Margin	5	6	25	75	100
	BEN-DSE3A:Green Studies (or) BEN-DSE3B:Introduction to Translation Studies (or) BEN-DSE3C:Film and Literature	5	6	25	75	100
Part V	Extension Activities	1				
SEMESTER-WISE CREDITS TOTAL		23				

B.A ENGLISH PROGRAMME SPECIFIC OUTCOMES

By the end of the B.A. programme, the students will be able to

- acquire critical temper, creative ability, and realisation of human values
- cultivate humaneness, respect, empathy and openness to the varied affiliations in different contexts across the world
- employ the knowledge gained, in criticism, interpretation and in the different modes of writing and oral communication
- interpret historical and cultural forces that shaped humanity through literary texts
- formulate the interconnectedness of all areas of knowledge and its synthesis, and get inspired by great minds, thoughts, and actions.

I BA ENGLISH- SEMESTER- I

HINDI-I- CLE1E

TAMIL-I -LA11A

FRENCH-I-CLK1S

LZ11A-COMMUNICATIVE ENGLISH-I

CORE PAPER - AG21A: BRITISH LITERATURE- PAPER I

CORE PAPER - AG21B: SHAKESPEARE

ALLIED PAPER- AG31A: BACKGROUND TO ENGLISH LITERATURE-I

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER – I

NAME OF THE STAFF: Dr. J. PADMAPRIYA

SUBJECT CODE: CLE1E

YEAR/SEMESTER: I YR/ I SEM

I. COURSE OBJECTIVES:

The objectives of the course is to sensitize the students -

- 1. To the aesthetic and cultural aspects of literary appreciation and analysis.**
- 2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.**
- 3. To familiarize Official correspondence , General letter correspondence and technical words.**
- 4. To motivate to demonstrate human value in different life situations**

PART-I - HINDI

(With effect from the Academic Year 2015-2016)

I YEAR – I SEMESTER

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I . PROSE (Detailed Study) : HINDI GADHYA MALA

Ed. by Dr. Syed Rahamathulla
Poornima Prakashan, 4/7 Begum III Street
Royapettah, Chennai – 14.

LESSONS PRESCRIBED :

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures,
Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular

4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

BOOKS FOR

REFERENCE :

1. Karyalayeen Tippaniya : Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14.

UNITISED SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se

2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

- **COURSE OUTCOMES:**

- 1. Understanding the concept and importance of functional Hindi**

2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

பொதுத்தமிழ் - முதலாமாண்டு – முதற்பருவம் (FIRST SEMESTER)

SUBJECT CODE: LA11A

YEAR/SEMESTER: I YR/ I SEM

நோக்கும் கற்றல் பயன்பாடும் (2020 - 2021)

Objective – Syllabus – Out come (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

- மிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- மிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தல்.
- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.
- மிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந் தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. மிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம்
அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி
அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. மிழ்ச்செல்வன் - வெயிலோடு போய்
- 4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
- 5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

- 1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)

7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

- மிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- மிழ் இலக்கிய வளங்களின் வாயிலாக `தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித்தேர்வுகளை எதிர்கொள்ளுவதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (university of Madras)

❖ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course

Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

❖ நாற்காலிக்காரர் - நா.முத்துசாமி

❖ மிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை

❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Common to all B.A / B.sc / B.com courses
Inst.Hrs : 4

YEAR: I SEMESTER

Foundation Course: Paper I - French I

SUBJECT CODE: CLK1S

YEAR/SEMESTER: I YR/ I SEM

Title of the Paper : Prescribed text and grammar-I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text : Not applicable

LZ11A-COMMUNICATIVE ENGLISH-I

Subject: COMMUNICATIVE ENGLISH-I

Subject Code: LZ11A

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

COURSE OBJECTIVES:

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.

- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

SYLLABUS

Unit I

Listening and Speaking

- Introducing self and others
- Listening for specific information
- Pronunciation (without phonetic symbols)
 - Essentials of pronunciation
 - American and British pronunciation

2. Reading and Writing

- Reading short articles – newspaper reports / fact based articles
 - Skimming and scanning
 - Diction and tone
 - Identifying topic sentences
- Reading aloud: Reading an article/report
- Journal (Diary) Writing

3. Study Skills - 1

- Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context:

Naming and Describing

Nouns & Pronouns

Adjectives

Unit II

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:

Skimming and Scanning

b. Types of Reading

Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types

a. What is a Paragraph?

b. Paragraph structure

c. Topic Sentence

d. Unity

e. Coherence

f. Connections between Ideas: Using Transitional words and expressions

g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

a. Online search

b. Know the keyword

c. Refine your search

d. Guidelines for using the Resources

e. e-learning resources of Government

of India

f. Terms to know

4. Grammar in Context

Involving Action-I

a. Verbs

Concord

Unit III

1. Listening and Speaking

a. Giving and following instructions

b. Asking for and giving directions

c. Continuing discussions with connecting ideas

2. Reading and writing

a. Reading feature articles (from newspapers and magazines)

b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)

c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

Verbals - Gerund, Participle, Infinitive

Modals

Unit IV

1. Listening and Speaking

a. Giving and responding to opinions

2. Reading and writing

a. Note taking

b. Narrative writing – writing narrative essays of two to three paragraphs

3. . Grammar in Context:

Tense

Present

Past

Future

Unit V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information

– interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

Grammar in Context: Voice (showing the relationship between Tense and Voice)

COURSE OUTCOMES:

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading

AG21A: BRITISH LITERATURE- PAPER I

Subject: BRITISH LITERATURE- PAPER I

Subject Code: AG21A

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

COURSE OBJECTIVES:

- To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.
- To introduce prominent English writers and their styles from the sixteenth to the eighteenth Century

SYLLABUS

UNIT 1: Poetry (Detailed)

1.1 “My galley charged” Sir Thomas Wyatt

1.2 “Alas, so all things now” Henry Howard

1.3 “Tell me, thou skilful shepherd’s swain” Michael Drayton

1.4 “Not marble, nor the gilded monuments”: William Shakespeare (Sonnet 55)

1.5 “A Valediction: Forbidding Mourning” John Donne

1.6 “How soon hath time” John Milton

1.7 “The Pulley” George Herbert

1.8 “The Retreat” Henry Vaughan

UNIT 2: Poetry (Non-Detailed)

2.1 “Prothalamion” Edmund Spenser

("CALM was the day...end my song" (Stanzas 1&2))

2.2 "Astrophel and Stella" Philip Sidney

(Sonnet XXXI: With how sad steps, O Moone, ...)

2.3 "Paradise Lost" (Book I - lines 1 - 83) John Milton

2.4 "The Garden" Andrew Marvel

UNIT 3: Prose (Detailed)

3.1 "On Revenge" Francis Bacon

3.2 "Of Studies" Francis Bacon

UNIT 4: Prose (Non-Detailed)

4.1 Book of Job: Prologue (chapters 1–2)

and The Bible [King James Version]

UNIT 5: Drama (Detailed)

5.1 Doctor Faustus Christopher Marlowe

COURSE OUTCOMES:

By the end of the course, students will be able to:

- Understand the impact of social and historical events of 16th, 17th, and 18th centuries on English writers and their works
- Analyse the themes and styles in English poetry, prose and drama written in the Elizabethan and Jacobean Age
- Assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period

Prescribed Texts:

i) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[1.1to 1.4]

- ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976.[1.5]
- iii) The Winged Word edited by David Green, Macmillian, 2016 edition.[1.6 to 1.8]
- iv) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[2.2]
- v) Paradise Lost Books 1 & 2 Edited by Vrinda Nabar. Orient BlackSwan Annotated Study Texts, 2011 edition [2.3]
- vi) Epic and Mock-Epic Anamika Chakraborty OUP.
- vii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C) Tenth Edition

FURTHER READING (to be considered for internal assessment only)

- “The Flaming Heart” – Richard Crashaw
- “Another Grace for a Child” – Robert Herrick
- “Epithalamion” – Edmund Spenser
- “Faerie Queene” – Edmund Spenser
- “The Passionate Shepherd to His Love” – Christopher Marlowe
- “Definition of Love” – Andrew Marvell
- “The Garden” – Andrew Marvell
- “On Shakespeare” – John Milton
- “Lycidas” – John Milton
- “Easter Wings” – George Herbert
- “Volpone” - Ben Jonson

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- English Poetry from the Elizabethans to the Restoration by Pramod K. Nayar. 2012.
- Triumphal Forms: Structural Patterns in Elizabethan Poetry by Alastair Fowler. Cambridge University Press, 2010.
- Elizabethan Women and the Poetry of Courtship by Ilona Bell. Cambridge University Press, 2010.

The Birth of the Elizabethan Age: England in the 1560s (History of Early Modern England) by Norman L. Jones. Blackwell Publishers, 1995.

British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>

Poems for all the semesters with a detailed introduction to the author.

<https://www.poetryfoundation.org/>

Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871>

Elizabethan Age. https://www.ducksters.com/history/renaissance/elizabethan_era.php

Milton. <https://www.poetryfoundation.org/poets/john-milton>

“Reading English : Why and How.” Dr. Sandie Byrne.

<https://www.youtube.com/watch?v=6xbBa-sy-Tc>.

Canterbury Tales. <https://www.youtube.com/watch?v=h0ZrBr9DOwA>.

John Bunyan. <https://www.youtube.com/watch?v=2ByKbrzm5gI>.

Edmund Spenser. <https://www.youtube.com/watch?v=rbpzer-OuQo>.

AG21B: SHAKESPEARE

Subject: SHAKESPEARE

Subject Code: AG21B

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

COURSE OBJECTIVES:

- To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare
- To appreciate Shakespearean language and its influence in the making of modern English

SYLLABUS

UNIT 1: History

1.1 Henry IV Part 1 - [For Annotations: Act I-Scene 1; Act II Scene 4;
Act III-Scenes 1&3; Act IV - Scene1; Act V Scene 4

1.2 Shakespeare's Histories - Historical Sources-Common Features- Language-
Reflection of the English social class

UNIT 2: Comedy

2.1 Twelfth Night - [For Annotations: Act I - Scenes 1 & 2;
Act II - Scenes 1& 4; Act III -Scene 2;
Act IV - Scene 2] Act V - Scene 5]

2.2 Shakespearean Comedies - Sources- Common features- Comedy through
language- Themes-Complex plots-Mistaken
Identities- Fools and Clowns- Use of songs-
Dramatic devices

UNIT 3: Tragedy

3.1 Macbeth - [For Annotations: Act I - Scenes 1, 3 & 5;
Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4;
Act IV - Scene 1;Act V - Scenes 1& 8]

3.2 Shakespearean Tragedies - Sources-Elements of Shakespearean
Tragedies – Themes – Language-Dramatic
aspects-Tragedy and Modern Dramatists

UNIT 4: Tragicomedy

4.1 The Tempest - [For Annotations: Act I - Scene 2;
Act 2 - Scene 2; Act III - Scene 1;
Act IV - Scene 1; Act V - Scene 1]

4.2 Shakespearean Tragicomedy - genre of play-dramatic elements- characters-
Functions-Influence on the Romantics and on 19th & 20th century dramatists

UNIT 5: Shakespeare's Theatre

5.1 Playhouses and the Globe Theatre - Staging of the Play-Audience-Actors,
Costumes- Influence

COURSE OUTCOMES:

After doing this course the students will be able to:

- Recollect features of Elizabethan theatre along with Shakespeare's life and works
- Identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre
- Analyze prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions
- Synthesise acquired knowledge to critique plays and enact

Prescribed Texts:

- i) Henry IV, Part II The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- ii) Twelfth Night The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- iii) Macbeth The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- iv) The Tempest The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

FURTHER READING [to be considered for internal assessment only]

Complete Works of Shakespeare

Tales from Shakespeare by Charles Lamb and Mary Lamb

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Birch, Dinah. ed. "William Shakespeare" The Oxford Companion to English Literature. OUP
Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare.

Kurian Anna, Shakespeare, Orient Blackswan, 2016

Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy, 2002.

Michael Neill, David Schalkwyk. The Oxford Handbook of Shakespearean Tragedy, 2016.

Clapp, Larry. A Complete Critical Analysis of Shakespearean Plays: With A Reference To Elizabethan

Theatre (Reprint) Hardcover – 1993 by (Author)

<https://www.britannica.com>

www.encyclopedia.com

<https://www.britannica.com/art/chronicle-play>

<https://www.thoughtco.com/shakespeare-histories-plays-2985246>

<https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>

<https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>

<https://www.thoughtco.com/introducing-shakespeare-tragedies-2985293>

<https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama>

<https://www.britannica.com/art/tragicomedy>

<https://www.britannica.com/topic/Globe-Theatre/images-videos>

The power of imagination: Lessons from Shakespeare

https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare#t-21959

VIRTUAL TOUR: Google Earth

i. <https://earth.google.com/web/@51.50808974,-0.09712407,19.29451181a,25.00298886d,35y,-0h,60t,0r/data=KAI>

ii. https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAlcMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ

iii. Shakespeare; The Globe Theatre London tour

<https://www.youtube.com/watch?v=m3VGa6Fp3zI&feature=youtu.be>

AG31A: BACKGROUND TO ENGLISH LITERATURE-I

Subject: **BACKGROUND TO ENGLISH LITERATURE-I**

Subject Code: **AG31A**

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

COURSE OBJECTIVES:

- To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background
- To enable students, understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age

SYLLABUS

Unit 1: I. Literary Forms

1.1 Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet
[Petrarchan, Spenserian, Shakespearean]

1.2 Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque

1.3 Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical]

1.4 Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]

1.5 Periods of English Literature – (pages 279-285)

II. Literary Elements

1.6 Poetry – Rhyme, Metre, Stanza, Verse [Blank Verse, Heroic /Couplet, Quatrain etc] Refrain

1.7 Drama- Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Action – Conflict, Reversal of Fortune, Crisis, Rising Action, Climax, Denouement - Character – Hero [tragic flaw], Heroine, Villain, Stock Character, Foil Dialogue - Aside/ Soliloquy, Monologue, Choric Function - Stage/Setting – Proscenium Arch, Box set, Scenery, Props, dues ex machina

1.8 Prose – Fiction: Plot, Narration, Characterization [flat/ round characters], Setting

Unit 2: Impact of the History of English Language on Literature from 11th to 17th Century

2.1 The Descent of the English Language

2.2 The Old English (Anglo-Saxon) Period

2.3 The Middle English Period

Unit 3: Impact of Socio- Political History on Literature from 11th to 17th Century

3.1 ANGLO-SAXON ENGLAND – (pages 138 -139)

3.2 MEDIEVAL ENGLAND

The Norman Conquest [1066] –(pages 80-84).

A Struggle for Power –Magna Carta [1215] – (pages 126-128).

Henry VI and the Wars of Roses [1421- 71] – (pages 199-212)

3.3 TUDOR DYNASTY Henry VIII and the Break with Rome. –(pages 231- 253).

Queen Mary–(pages 261-264)

3.4 ELIZABETH I AND THE SUCCESSION – (pages 265-274)

The Conquest of the Armada– (pages 275- 286).

The English Renaissance – pages 287-291. Elizabethan England – (pages 292- 310)

3.5 CIVILWAR AND CROMWELL [1642 – 58]

Charles I and Parliament – pages 311-317. Civil War – (pages 326-340)

Unit 4: Literary History

4.1 Anglo-Saxon Literature – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity – (pages 3- 6). Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect – (pages 31- 35).

4.2 Middle English Literature - Courtly French romance, the fable as a famous medieval literary form –(pages 68 – 70). Chaucer –(pages 89 – 91); Gower – (pages 121 – 123)

4.3 The Early Tudor Scene – new geographical discoveries and their impact on literature, beginning of the idea of national state – (pages – 147 – 148). Spenser and his Time – (pages 165 – 166 first paragraph). Drama from the Miracle Plays to Marlowe - English poetic drama, dramatic elaborations of the liturgy,

transition from liturgical drama to miracle play – (pages 208 – 210); “University Wits” – Elizabethan popular drama –(page 226); “Christopher Marlowe” – „Tamburlaine, the Great“ – (page 235). Shakespeare – professional man of the theatre - (page 246) Drama from Jonson to the Closing of Theatres –Shakespeare and Ben Jonson – (pages 309 – 311 first paragraph);Analysis of English Poetic drama – (page 344-last paragraph).

4.4 Poetry after Spenser: The Jonsonian and the Metaphysical Traditions– (page 360); Donne’s influence –(page 368). John Milton – seventeenth century political background, effects of Civil war, Milton’s formative years –(pages 390 – 392).

4.5 Prose in the 16th and 17th Centuries - pamphleteering, colloquial prose formalised – (pages 458-459); Bible translations – (pages 461-472); Holinshed’s „Chronicles“ – (page 474); Walter Raleigh’s „History of the World“ – (page 475); Francis Bacon – (pages 485 – 488); Thomas Hobbes – (pages 495-496)
[Text - A Critical History of English Literature- Volume I.

Unit 5: Impact of European and British Legend on Literature

5.1 Valhalla – the Valkyrior – page 179. Thor’s Visit to Jotunheim – page 183.

The death of Baldur – the Elves – Runic Letters – Skalds – Iceland – page 186.

5.2 The Druids – Iona - page 193: 3 King Arthur and the Knights of the Round Table – page 198

5. 3 Arthur – page 212, Sir Gawain –page 222, Launcelot of the Lake – page 229, Tristram and Iseult – page 241, Perceval – page 256

5.4 Beowulf- page 329

5.5 Robin Hood and his Merry Men – page 334

[Text - Bulfinch’s Mythology:The Classic Introduction to Myth and Legend. Complete and Unabridged by Thomas Bulfinch.Penguin, 2014]

COURSE OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in British literatures
- Describe the distinct periods of British literature
- Write brief notes on seminal literary forms and devices
- Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age
- Write brief essays on the historical background of the same period

Prescribed Texts

A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)

History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016. Unit 1: 1-67

A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012

A Critical History of English Literature- Volume I – From the Beginning to Milton by David Daiches. Revised. Indian Edition 2010. Supernova Publishers

Bulfinch's Mythology

The Penguin History of Europe by J.M. Roberts, 1996 Unit 3: pages: 120- 138

European Renaissance, Reformation and Counter- Reformation– pages 222 – 230

Modernity and modern history[End of Medieval Period] – pages 233-238

Enlightenment – pages 267-271

A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012.

History of English Language: British Council Archive

https://www.youtube.com/watch?v=_fJiHmR85cU

BOOKS AND WEB SOURCES FOR FURTHER REFERENCE

(to be considered for internal assessment only)

Carter, Ronald and John McRae, The Routledge History of Literature in English: Britain and Ireland. Routledge, 2001.

Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge.
6002

Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan.

Periods of English Literature | Online Education | Paradigm Change

<https://www.youtube.com/watch?v=gzZ0wHgogjc>

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I

Subject: PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I

Subject Code: PZ1AA

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 30 hours

COURSE OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students.
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

SYLLABUS

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists /

Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on

Professional Competence, Professional Ethics and

Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

COURSE OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling or Grammar.

Reference- websites and Links

Costa 1 <https://doi.org/10.3390/jmse7070208>

<https://www.flickr.com/photos/phploveme/4683410057>

Source: <https://freemvg.org/>

https://en.unesco.org/sites/default/files/week_2_winners.pdf

Further references: <https://speakola.com/motivate/apj-abdul-kalam-iit-madras2010>

<https://in.pinterest.com/pin/389561436524014933/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

<https://in.pinterest.com/pin/358880664055306524/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

ASSESSMENT PATTERN

CORE PAPERS AND ALLIED PAPERS

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination: **75 Marks**

FORMATIVE ASSESSMENT PATTERN

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

COMMUNICATIVE ENGLISH PAPER

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

- i. Attendance – 5 marks
 - ii. Continuous Assessment – 10 marks
 - iii. Internal Examination -- 35 marks
- (Listening - 15 marks
Speaking - 15 marks
Study Skills - 5 marks)

Total – 50 marks

PROFESSIONAL ENGLISH

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination: 50 MARKS

FORMATIVE ASSESSMENT PATTERN

- i. Internal Examination -- 50 marks
- (Listening 15 Marks
Speaking 15 Marks)

Reading 10 Marks

Writing 10 Marks)

SEMESTER II

HINDI-II-CLE2G

TAMIL-II-LA12A

FRENCH-II-CLK2T

LZ12A-COMMUNICATIVE ENGLISH-II

CORE PAPER- AG22A: BRITISH LITERATURE- PAPER II

CORE PAPER- AG22B: INDIAN WRITING IN ENGLISH

ALLIED PAPER - AG32A: BACKGROUND TO ENGLISH LITERATURE-II

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER – II

NAME OF THE STAFF: Dr. J. PADMAPRIYA

I. COURSE OBJECTIVES:

The objectives of the course is

- 1. To appreciate and analyse the dramatic elements in Hindi literature.**

SUBJECT CODE: CLE2G

YEAR/SEMESTER: I YR/ II SEM

2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I YEAR – II SEMESTER

PAPER – II – ONE ACT PLAY, SHORT STORY & TRANSLATION

I . ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Akhri Raat
2. Lakshmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA

MANJARI Edited by: Dr. Chitti.

Annapurna

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),

T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan

2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi) **BOOKS FOR REFERENCE :**

- | | |
|----------------------------|--|
| 1. Prayojan Moolak Hindi : | Dr. Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III
Street, Royapettah, Chennai – 14. |
| 2. Anuvad Abhyas Part III | Dakshin Bharat Hindi Prachar Sabha
T. Nagar, Chennai -17. |

UNITISED SYLLABUS

UNIT – I

1. Auranzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing

4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

II. COURSE OUTCOMES:

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Enculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of art of translation.

பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம் (second semester)

SUBJECT CODE: LA12A

YEAR/SEMESTER: I YR/ II SEM

நோக்கும் கற்றல் பயன்பாடும் (2020 – 2021)

Objective – Syllabus – Out come (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல்.
- பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.
- பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல்.

இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

(SYLLABUS)

I.இலக்கியம்

II.அதைச் சார்ந் தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

- பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல்.
- பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்ன மகத்துவத்தைப் புரியவைத்தல்.
- மிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
- மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது.
- போட்டித்தேர்வுகளை எதிர்கொள்வதற்கு ` தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட

மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Semester II

Foundation Course: Paper II- French II

SUBJECT CODE: CLK2T YEAR/SEMESTER: I YR/ II SEM

Title of the Paper: Prescribed text and grammar-II

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text - Not applicable

LZ12A-COMMUNICATIVE ENGLISH-II

Subject: COMMUNICATIVE ENGLISH-II

Subject Code: LZ12A

Class: I B A ENGLISH

Semester: EVEN (II)

Hours:

COURSE OBJECTIVES:

- To develop communicative skills.
- To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
- To develop understanding of grammar.
- To enhance vocabulary.

SYLLABUS

Unit I

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

Adverbs Prepositions

Unit II

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
- b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations , Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

Unit V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working With Clauses

COURSE OUTCOMES:

At the end of this course students will be able to:

- Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English
- Have a good understanding of grammar and vocabulary.
- Make presentations and speeches.

- Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.

Reference- websites and Links

Source: <https://www.thehindu.com/opinion/open-page/the-case-forthe-samosa-as-national-snack/article22384690.ece>

1. Sundar Pichai Inspirational Video https://www.youtube.com/watch?v=m050iy5_2ng
2. BTS speech at the United Nations <https://www.youtube.com/watch?v=oTe4f-bBEKg>
3. https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1
4. The Book in My Hand (by Ramachandra Guha). <https://www.thehindu.com/books/The-book-in-myhand/article16443755.ece>
5. Coordinates of Safety. <https://www.thehindu.com/opinion/oped/Coordinates-of-safety/article16643102.ece>
6. https://rpo.library.utoronto.ca/glossary#letter_m

AG22A: BRITISH LITERATURE- PAPER II

Subject: BRITISH LITERATURE- PAPER II

Subject Code: AG22A

Class: I B A ENGLISH

Semester: EVEN (II)

Hours: 90

COURSE OBJECTIVE:

- To introduce a few seminal texts of mainstream writers to students, to enable them to understand and interpret literary works of the Augustan and Romantic Ages.

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 “Macflecknoe” John Dryden
- 1.2 “Tyger” William Blake
- 1.3 “For A’ That And A’ That” Robert Burns
- 1.4 “Three years she grew” William Wordsworth
- 1.5 “Kubla Khan” Samuel Taylor Coleridge
- 1.6 “From Childe Harolde’s Pilgrimage” Lord Byron
- 1.7 “Ozymandias” Percy Bysshe Shelley
- 1.8 “Ode to a Nightingale” John Keats

UNIT 2: Poetry (Non - Detailed)

- 2.1 “ The Rape of the Lock: Canto III”
(lines 125 -178) Alexander Pope
- 2.2 “The Rime of the Ancient Mariner” S.T. Coleridge
- 2.3 “Essay on Man From Epistle II” Alexander Pope
- 2.4 “The Deserted Village” Oliver Goldsmith

UNIT 3: Prose

- 3.1 “Dream-Children: A Reverie” Charles Lamb
- 3.2 “Sir Roger at the Theatre” Joseph Addison

UNIT 4: Drama

- 4.1 The Rivals R. B. Sheridan

UNIT 5: Fiction

- 5.1 Pride and Prejudice Jane Austen

COURSE OUTCOMES:

At the end of this course students will be able to:

Identify and define basic terms and concepts which are needed for advanced courses in British literature

Write brief essays on the important works of mainstream writers from Augustan and Romantic Age

Describe the distinct features of British literature of the same period

Analyze and interpret seminal poetry of the period with close reading

Prescribed Texts: i) The Winged Word edited by David Green, Macmillan, 2016 edition.
ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976 iii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

FURTHER READING [Can be considered for Assignments & Presentations] John Dryden – “Absalom and Achitophel” Alexander Pope – “Epistle to Dr. Arbuthnot” Richard Brinsley Sheridan – Rivals James Boswell – “Life of Samuel Johnson” Dr. Samuel Johnson – “Preface to Shakespeare” John Keats – “Ode to Grecian Urn” William Wordsworth – “Tintern Abbey” William Wordsworth – “Lines Composed upon Westminster Bridge” Percy Bysshe Shelley - “Hymn to Intellectual Beauty” William Blake - The Chimney Sweeper: A little black thing among the snow “The Foundation of British Empire” pages 411- 419 - from A History of England. Eds. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India.

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised edition. Indian edition 2010. Supernova publishers. (“Romantic Poetry”- pages 856-935; “Restoration, Augustan Age, rise of novel, 18th century prose”- pages 537-766)

The Age of Reason by Thomas Paine. 2011. Romanticism (The New Critical Idiom) by Aidan Day. 1995.

Romanticism: A Very Short Introduction by Michael Ferber. Oxford, 2010.

Romanticism: An Oxford Guide by Nicholas Roe. 2005. Romanticism: A Literary and Cultural History (Routledge Concise Histories of Literature) by Carmen Casaliggi and Porscha Fermanis. 2016

The Romanticism Handbook (Literature and Culture Handbooks). Edited by Joel Faflak and Dr. Sue Chaplin. 2011.

The Age of Dryden.

<https://www.gutenberg.org/files/39817/39817-h/39817-h.htm>. Alexander Pope.

<https://www.poetryfoundation.org/poets/alexander-pope>. Eighteenth Century.

<https://www.britannica.com/art/English-literature/The-18th-century>. Age of Restoration.

<https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>.

Romanticism. <https://www.britannica.com/art/Romanticism>.

Romanticism. <https://www.theartstory.org/movement/romanticism/>. Romanticism.

https://www.metmuseum.org/toah/hd/roma/hd_roma.htm. Romanticism.

<http://academic.brooklyn.cuny.edu/English/melani/cs6/rom.html>.

Romanticism. <https://wordsworth.org.uk/wordsworth/daffodils-and-other-poems/what-is-romanticism/>. Shelley. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>.

Wordsworth. <https://www.poetryfoundation.org/poems/45559/three-years-she-grew>.

“The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities.

<https://www.youtube.com/watch?v=Q1YEr8ZiZhY>. Enlightenment. The Age of Reason.

https://www.youtube.com/watch?v=J0B28_gwj0M.

AG22B: INDIAN WRITING IN ENGLISH

Subject: INDIAN WRITING IN ENGLISH

Subject Code: AG22B

Class: I B A ENGLISH

Semester: EVEN (II)

Hours: 90

COURSE OBJECTIVE:

- To give an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty first century.

SYLLABUS

UNIT 1: Poetry

- 1.1. “Our Casuarina Tree” Toru Dutt
- 1.2. “Coromandel Fishers” Sarojini Naidu
- 1.3. “Night of the Scorpion” Nissim Ezekiel
- 1.4. “Introduction” Kamala Dass
- 1.5. “The Bus” Arun Kolatkar
- 1.6. “The Frog and the Nightingale” Vikram Seth
- 1.7. “Her Garden” Meena Alexander
- 1.8. “Narcissus” Easterine Kire

UNIT 2: Prose

- 2.1 “The Secret of Work” - Swami Vivekananda
- 2.2 “India and Greece” & “The Old Indian Theatre” - Jawaharlal Nehru
(Selection from The Discovery of India)
- 2.3. “Religion in a Changing World” - Dr.Radhakrisnan
(Religion, Science and Culture)
- 2.4. Passages from The Autobiography of an Unknown Indian- Nirad C. Chaudhuri
(Picador Book of Modern Indian Literature – Amit Chaudhuri)

UNIT 3: Drama

- 3.1 Dance Like a Man Mahesh Dattani

UNIT 4: Short Story

4.1 “Under the Banyan Tree” R.K Narayan

4.2 “The Night Train at Deoli” Ruskin Bond

4.3 “ Unaccustomed Earth” Jhumpa Lahiri

4.4 “Laburnum for my Head” Tamsila Ao

UNIT 5: Fiction

5.1 Kanthapura Raja Rao

COURSE OUTCOMES:

By the end of the course, students will be able to:

- Understand the evolution of Indian Writing in English
- Identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers
- Analyse Indian ethos found in the representative texts
- Evaluate Indian English texts from the postcolonial perspective

Prescribed Texts

i) Gokak V.K, The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, 2006

ii) Mehrotra, A.K. , The Oxford India Anthology of Modern Indian Poets , OUP,1993

iii) Peeradina, Salem , Contemporary Indian Poetry in English ,Macmillan 1972

iv) Nehru, Jawarhalal , The Discovery of India,1946

v) Vivekananda, Karma Yoga ,

Advaita Ashrama Publication,2012

vi) Radhakrishnan,Religion, Science and Culture,

Orient Paperback

vii) Chaudhuri, Amit, Picador Book of Modern Indian Literature. 2001

viii) Davidar, David, A Clutch of Indian Masterpieces, Aleph Books, 2016

ix) Ao Temsula,

Laburnum for my Head ,Penguin India, 2009

x) Lahiri, Jhumpa,Unaccustomed Earth,

Random House India,2008

xi) Collected Plays - Mahesh Dattani , Penguin, India.

FURTHER READING (to be considered for internal assessment only)

Henry Derozio -

“The Harp of India”

Sri Aurobindo - “The Tiger and the Deer”

Mamta Kalia - “

Tribute to Papa”

Jeet Tayil - “The Penitent”

Anjum Hasan - “A Place like Water”

Arundhati Subramaniam - “Another Way”

Amartya Sen – “ Diaspora and the World” from The Argumentative Indian

Arundhati Roy - “Capitalism :A Ghost Story” from Broken Republic

Novels by Mulkraj Anand, R.K.Narayan , Manoghar Malgonkar,Anitha Desai, Shashi

Deshpande , Arvind Adiga,

BOOKS & WEB SOURCES

FOR FURTHER REFERENCE

Iyengar, K. R. Srinivasa. Indian Writing in English .

Revised edition, Sterling King, Bruce: Modern Indian Poetry in English . Oxford

University Press, 2005. M. K., Naik. A History of Indian English Literature. New Delhi:

Sahitya Akademi, 2009. Mehrotra, A. K. An Illustrated History of Indian Literature in

English . New Delhi:Permanent Black, 2003. Dharwadkar Vinay and

A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry A.K.Mehrotra,The

Oxford India Anthology of Modern Indian Poets Thieme John, The Arnold Anthology of Postcolonial Literatures in English Singh Umeed, Sharma Pankaj ed. Reading a Novel: Kanthapura & An Exercise in Language Use, Macmillan, 2016. Chaudhuri Amit, Picador Book of Modern Indian Literature, Picador
<https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/>
<http://poetry.sangamhouse.org/2013/03/a-place-like-water-by-anjum-hasan/>
<https://www.youtube.com/watch?v=bHr4FIKIU6c>
https://www.youtube.com/watch?v=CzCE2_LoAXg

AG32A: BACKGROUND TO ENGLISH LITERATURE-II

Subject: BACKGROUND TO ENGLISH LITERATURE-II

Subject Code: AG32A

Class: I B A ENGLISH

Semester: EVEN (II)

Hours: 90

COURSE OBJECTIVE:

- This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical and background to enable students understand the contexts and background of British literature of Augustan and Romantic and Victorian Age.

SYLLABUS

Unit 1:

I. Literary Forms

1.1 Poetry: Ode [Pindaric, Horatian, English], Elegy, Pastoral

1.2 Epic and Mock Epic, Dramatic Monologue

1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce

1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy

1.5 Prose: Novel -- Gothic, Picaresque, Sentimental, Epistolary, Domestic,
Historical

II. Literary Devices

1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [Epic] similes,
Metaphor, Hyperbole.

1.7 Drama – Irony [Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy,
Malapropism, Anachronism

1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion
[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham.

Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2: Impact of the History of Language on Literature

2.1 The Renaissance and After – pages 68-81

2.2 The Growth of Vocabulary – pages 82-113

2.3 Change of Meaning – pages 114-147

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016

Unit 3: Impact of Socio-Political History on Literature

3.1 Restoration England - Charles II – pages 351- 365. James II and William III& the
Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] –
pages 377 – 389

3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution
– pages 429-437. Britain and French Revolution – pages 438-445

3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages
463- 470. The Whigs and Reform [17th
– Mid 19th Century]– pages 471- 481.

The Chartists and Robert Peel – pages 482-489

3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523

3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549

[Text Book: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012]

Unit 4: Literary History I – 18th and early 19th c

4.1 The Restoration – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan’s „Pilgrim’s Progress” – pages 587 – 588. The Augustan Age: Defoe, Swift, Pope – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 -599; Jonathan Swift - pages 602 – 603; Alexander Pope’s „Rape of the Lock” – page 628;

4.2 The Novel from Richardson to Jane Austen – pages 700 – 701; Richardson’s Pamela – page 703; Henry Fielding’s Tom Jones – page 720; Laurence Sterne’s Tristram Shandy– page 733; Gothic novel – page 741; Jane Austen’s Pride and Prejudice – pages 750 – 754

4.3 Eighteenth Century Prose – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s „Preface to Shakespeare” – pages 782-783; „Life of Dr. Johnson” by Boswell – page 795; Goldsmith – page 796; Edmund Burke’s „Reflections on the revolution in France” – page 799; Thomas Paine – „The Rights of man” – page 803; Gibbon’s „Decline and Fall of the Roman Empire” – page 807.

4.4 Scottish Literature&The Romantic Poets – page 809; Robert Burns – page 817; Walter Scott and his attitude to Scotland – page 836. Period of transition – pages 856-857; The Romantic Movement – page 860; William Blake’s „Songs of Innocence and Experience” – page 863; Wordsworth’s „Lyrical Ballads” – page 875; Coleridge’s „Ancient Mariner” – page 893. Shelley’s „Prometheus Unbound” – page 909; Keats’ „Endymion” – page 917; Byron’s „Childe Harold” – page 923

4.5 Prose of early and Middle 19th century – autobiographical creative works of

the Romantic writers – page 935; Charles Lamb's „Essays of Elia“ and „Tales from Shakespeare“ – page 937; Hazlitt – page 939

[Text - A Critical History of English Literature- Volume II– The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova
Unit 5: Literary History II -Victorian Age

5.1 Victorian Prose – Macaulay's „History of England“ – page 949; Thomas Carlyle's „French Revolution“ – page 955; “Victorian Prose” - Ruskin's „Modern Painters“ – page 968; Mathew Arnold's; Arnold's „Essays in Criticism“ – p. 977

5.2 Victorian Poets: An introduction to the age – page 993; Tennyson's „In Memoriam“ – page 1001; Robert Browning's dramatic monologue – page 1003; Browning's optimism – page 1007; Elizabeth Barrett Browning – page 1007; Mathew Arnold's „Scholar Gypsy“ – page 1013; Pre-Raphaelite Brotherhood – page 1017

5.3 Edward Fitzgerald's „Omar Khayyam“ – page 1027; George Meredith's „Poems and Lyrics“ – page 1028; Algernon Charles Swinburne's choruses – page 1030; Thomas Hardy's poetry – page 1037; Gerard Manley Hopkins' „God's Grandeur“ – page 1045

5.4 Victorian Novels: An introduction – page 1049; Charles Dickens' Pickwick Papers – page 1051; William Makepeace Thackeray's Vanity Fair – page 1060; Charlotte Bronte's Jane Eyre – page 1065; George Eliot's Mill on the Floss- page 1069; Thomas Hardy's Mayor of Casterbridge– page 1076;

5.5 Victorian Drama: Oscar Wilde's Importance of being Earnest – page 1104; Bernard Shaw's well-made play – page 1105;

[Text - A Critical History of English Literature- Volume II– The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.] Publishers.]

COURSE OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Describe the distinct periods of British literature
- Write brief notes on literary forms
- Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age
- Write brief essays on the historical background of the same period.

Prescribed Texts

A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.

The Penguin History of Europe by J.M.Roberts, 1996.

A Glossary of Literary Terms by M.H.Abrams.

A History of England. John Thorn, Roger Lockyer and David Smith.

AITBS Publishers, India. 2012

A Glossary of Literary Terms by M.H.Abrams.

English Literature In Context by Paul Poplawski. CUP

<https://www.britannica.com/topic/Western-philosophy/Ancient-Greek-and-Roman-philosophy>

BOOKS AND WEB SOURCES FOR FURTHER REFERENCE (to be considered for internal assessment only)

Carter, Ronald and John McRae, The Routledge History of

Literature in English: Britain and Ireland. Routledge, 2001.

Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 6002

Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan.

<https://sites.udel.edu/britlitwiki/> Periods of English Literature | Online Education |

Paradigm Change <https://www.youtube.com/watch?v=gzZ0wHgogjc>

Victorian Novel and the Late Victorian Period: nptel

<https://www.youtube.com/watch?v=E8NDuqI4zaU>

PROFESSIONAL ENGLISH FOR ARTS AND SCIENCES SEMESTER - II

Subject: PROFESSIONAL ENGLISH FOR ARTS AND SCIENCES SEMESTER - II

Subject Code: PZ1AB

Class: I B A ENGLISH

Semester: EVEN (II)

Hours:

COURSE OBJECTIVES:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges:

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject

specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject

based Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

Creating webpages, blogs, flyers and brochures (subject based)

Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication& Basics of Academic

Writing Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

COURSE OUTCOMES :

- At the end of the course, learners will be able to,
- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

Reference Links:

<https://www.youtube.com/watch?v=tpvicScuDy0>)

([http:// images.app.goo.gl/YGuyvP4RcuXrZ6TFA](http://images.app.goo.gl/YGuyvP4RcuXrZ6TFA))

<https://www.youtube.com/watch?v=laGZaS4sdeU>

REFERENCES: “How To Create A Vlog.” WordPress.comwordpress.com “How To Start A Vlog - Step by Step Guide For 2020 - Make A Website Hub” .makeawebsitehub.com
“What is Vlogging? - YouTube.” www.youtube.com “How to VLOG - Beginners Guide.”
https://www.youtube.co/watch?v=_qmg18vhrf4
<https://www.thebalancecareers.com/job-interview-questions-and-answers-2061204>
<https://slidesgo.com/theme/revolution-history-lesson>

ASSESSMENT PATTERN

CORE PAPERS AND ALLIED PAPERS

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination

FORMATIVE ASSESSMENT PATTERN

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

COMMUNICATIVE ENGLISH PAPER

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

- i. Attendance – 5 marks
 - ii. Continuous Assessment – 10 marks
 - iii. Internal Examination -- 35 marks
- (Listening - 15 marks
Speaking - 15 marks
Study Skills - 5 marks)
Total – 50 marks

PROFESSIONAL ENGLISH PAPER

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

i. Internal Examination -- 50 marks

(Listening - 15 marks

Speaking - 15 marks

Reading - 10 marks

Writing- 10 marks)

Total – 50 marks

SEMESTER III

HINDI -III-CLE3H

TAMIL-III-LA13A

FRENCH-III-CLK3V

LZ13C- LITERARY APPRECIATION

CORE PAPER- AG23A- BRITISH LITERATURE III

CORE PAPER- AG23B- ASPECTS OF ENGLISH LANGUAGE - PAPER I

ALLIED PAPER- AG33A-BACKGROUND TO ENGLISH LITERATURE-III

TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

NAME OF THE STAFF: Dr. J. PADMAPRIYA

SUBJECT CODE:

CLE3H

YEAR/SEMESTER:

IIYR/IIISEMESTER

I. COURSE OBJECTIVES:

The objectives of the course is to

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing the unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

II YEAR - III SEMESTER

SUBJECT CODE: CLE3H

YEAR/SEMESTER: II YR/ III SEM

Paper III Ancient Poetry and Introduction to Hindi
Literature (Upto ReetiKaal)

1. Ancient Poetry

Prescribed Text Book : Selections in Poetry (2007)

University
Publications
University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

2. Introduction to Hindi Literature (up to Reethikaal)

Lessons Prescribed :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
1. Chand Baradai 2. Vidhyapathi and their Works
2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works
3. Literary Trends of Reethikaal – Important Poets :
1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.
2. Hindi Sahithya Yug Aur
Pravrithiya By:
Dr. SivakumarVarma,
Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradaai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.
6. Knowledge about the Idolless worship and Prem Marga cult of literature .

Knowledge about the Histry of Hindi Litrrature upto Reethi Kaal

பொதுத்தமிழ் - இரண்டாமாண்டு – மூன்றாம்பருவம்

PART – I – SECOND YEAR – III SEMESTER

SUBJECT CODE: LA13A

YEAR/SEMESTER: II YR/ III SEM

நோக்கும் கற்றல் பயன்பாடும் (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்

சைவம், வைணவம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. பழந்தமிழ் மன்னர்களின் நீதியை விளக்கும் வகையில் உரைநடை அமைக்கப்பட்டுள்ளது. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

- அறிவியலுக்கும் ஆன்மிகத்துக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.
- இறைப்பணியோடு மக்கள் பணி செய் இறை அன்பர்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந் தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு - 1

அ, தேவாரம் - திருநாவுக்கரசர் (நமச்சிவாயப் பதிகம்)

ஆ, திருவாசகம் - மாணிக்கவாசகர்

(திருவெம்பாவை முதல் 10 செய்யுள்கள்)

இ, நாலாயிரத்திவ்யப்பிரபந்தம் - ஆண்டாள்

(நாச்சியார் திருமொழி - வாரணம் ஆயிரம் தொடங்கி..10

செய்யுள்கள்)

அலகு - 2

கம்பராமாயணம் – கம்பர் - கும்பகருணன் வதைப்படலம்

அலகு - 3

பெரியபுராணம் - சேக்கிழார் - காரைக்கால் அம்மையார் புராணம்

அலகு - 4

உரைநடை - மனுமுறைகண்ட வாசகம் - இராமலிங்க அடிகளார்

அலகு - 5

தமிழிலக்கிய வரலாறு

அ. பல்லவர் கால பக்தி இலக்கியங்கள்

ஆ. பிற்காலச் சோழர்காலப் பேரிலக்கியங்கள்

இ. காப்பிய இலக்கிய வரலாறு

அலகு - 6

மொழிப்பயிற்சி

1. னியார் நிறுவனத்துக்கு வேலைவாய்ப்பு வேண்டி விண்ணப்பம் எழுதுதல்,

2. ஊராட்சி, பேரூராட்சி, நகராட்சி, மாநகராட்சிக்கு,

அ) தெருக்குழாய் குடிநீர் இணைப்பு வேண்டி

ஆ) வீட்டுக்குக் குடிநீர் இணைப்பு வேண்டி

இ) தெருக்குப்பைகளை அப்புறப்படுத்த வேண்டி

ஈ) கொசுத்தொல்லையை நீக்க மருந்து தெளிக்க வேண்டி

உ) வெறிநாய்களைக் கட்டுப்படுத்த வேண்டி

ஊ) தெருச்சாலைகளைச் செப்பனிட வேண்டி

எ) இரயில் பாதையின் மேல் மேம்பாலம் கட்டவேண்டி

விண்ணப்பம் எழுதுதல்.

பாடத்திட்டத்தின் பயன்கள்

- இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.
- சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.
- நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல்.
- பக்தி இலக்கிய ஓதலின் வழி இறைச்சிந்தனையை மேம்படுத்துதல்.

- தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

- ❖ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For I & II Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses. 2016 - 2017 onwards.

- ❖ மிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

- ❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Common for all B.A / B.Sc courses

No of hours :6

Year 2 : Semester III

Foundation Course: Paper III-French III

SUBJECT CODE: CLK3V

YEAR/SEMESTER: II YR/ III SEM

Title of the Paper: Translation, Comprehension and Grammar- I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Syllabus :

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

LZ13C- LITERARY APPRECIATION

Subject: LITERARY APPRECIATION

Subject Code: LZ13C

Class: II B A ENGLISH

Semester: Odd (III)

Hours: 75

COURSE OBJECTIVES:

The contents of the syllabus aim to enable students to:

- Show their understanding of the significance of studying literature in the modern context and express their knowledge of the different literatures in English around the world.
- Illustrate their learning of the different genres and literary forms in English
- Demonstrate their knowledge of styles, devices, elements/conventions in prose, poetry, drama and narrative
- Show enhancement of their knowledge of literary terms
- Acquire the literary tools to critique works of literature

SYLLABUS

UNIT 1: INTRODUCTION [10 Hours]

UNIT No. Main Topics Sub Topics

1.1 Studying Literature

1.2 Value of Humanities in the Present Times

1.3 Brief Survey of Literatures in English

1.4 Genres and Forms

1.4.1 Poetic Forms

1.4.2 Prose Forms

1.4.3 Dramatic Forms

1.4.4 Narrative Forms

1.5 Glossary of important terms in Genres and Forms

1.6 Unit –end Assessment and Assignment

UNIT 2: READING AND APPRECIATING POETRY [15 Hours]

2.1 Understanding Poetic Devices Syllable, Metre, Rhyme, Stanza, Verse, Imagery, Symbols, Figures of Speech.

2.2 Text-1

William Wordsworth

The World is Too Much With Us

Sonnet

2.3 Text-2

W.H.Auden

Funeral Blues

Elegy

2.4 Critical Analysis of Text I

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

2.5 Critical Analysis of Text 2

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

2.6 Glossary of Poetic Terms

2.7 Unit end Assessment/ Assignment

UNIT 3 : READING AND APPRECIATING PROSE [15 Hours]

Unit No. Main Topic Sub Topics

3.1 Understanding Non-Fiction Writing

Writing Styles, Devices Themes and Structure of Essays

3.2 My Lost Dollar Stephen Leacock

3.3 Kindly Adjust to our English ShashiTharoor

3.4 Critical Appreciation of Text 1

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

3.5 Critical Appreciation of Text 2

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

3.6 Glossary of Prose Terms

3.7 Unit end Assessment& Assignment

UNIT 4: READING AND APPRECIATING DRAMA [15 Hours]

Unit No. Main Topic Sub Topics

4.1 Understanding Dramatic Devices

Elements of Drama, Dramatic Conventions

4.2 G.B. Shaw's Arms & The Man Excerpts from ACT I

4.3 Critical Appreciation of Text 1

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

4.4 Neil Simon's The Defenseless Creature One-Act Play

4.5 Critical Appreciation of Text 2

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

4.6 Glossary of Dramatic Terms

4.7 Unit-end Assessment & Assignment

UNIT 5: READING AND APPRECIATING FICTION [15 Hours]

Unit No. Main Topics Sub Topics 5.1

Understanding Fiction Devices Narrative Types, Narrative Elements and Techniques

5.2 Anton Chekhov's "The Bet" Short story

5.3 Excerpts from Paulo Coelho's The Alchemist Novella

5.4 Short Story Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

5.5 Novella Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

5.6 Glossary of Fiction terms

5.7 Unit end Assessment & Assignment

COURSE OUTCOMES:

After completing the course the students will be able to:

- Show their understanding of the significance of studying literature in the modern context.
- Express their knowledge of the different literatures in English around the world
- Illustrate their learning of the different genres and literary forms in English
- Demonstrate their knowledge of literary devices, styles, themes and structures
- Critically analyse different literary texts based on form and devices; themes and structures
- Show enhancement of their knowledge of literary terms to read, understand and make a critical appreciation of literary works

AG23A- BRITISH LITERATURE III

Subject: BRITISH LITERATURE III

Subject Code: AG23A

Class: II B A ENGLISH

Semester: Odd (III)

Hours: 75

COURSE OBJECTIVES:

- To introduce a few seminal texts of mainstream writers to students and to enable them to understand and interpret literary works of the Victorian age and Twentieth Century.

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 “Ulysses” Alfred Tennyson
- 1.2 “My Last Duchess” Robert Browning
- 1.3 “Dover Beach” Mathew Arnold
- 1.4 “Easter 1916” W.B. Yeats
- 1.5 “Journey of the Magi” T.S.Eliot
- 1.6 “God’s Grandeur” G.M. Hopkins
- 1.7 “The Unknown Citizen” W.H. Auden
- 1.8 “The Thought-Fox” Ted Hughes

UNIT 2: Prose

- 2.1 “An Apology for Idlers” R.L.Stevenson
- 2.2 “On Heroes, Hero Worship and the Heroic in History Lecture III-Shakespeare” Thomas Carlyle
- 2.3 Pickwick Papers : Chapters 1 & 2 Charles Dickens
- 2.4 “You and the Atom Bomb” George Orwell

UNIT 3: Drama

- 3.1 Importance of Being Ernest Oscar Wilde

UNIT 4: Short Story

- 4.1 “The Dead” James Joyce
- 4.2 “A Haunted House” Virginia Woolf
- 4.3 “The Facts of Life” Somerset Maugham

UNIT 5: Fiction

5.1 Far from the Madding Crowd Thomas Hardy

COURSE OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Write brief essays describing the distinct features of the important works of mainstream writers from Victorian Age and Twentieth Century
- Analyze and interpret seminal poetry of the period with close reading

Prescribed Texts:

i) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

Tenth Edition

ii) Selected Essays: An Anthology of English Essays for Undergraduate Students. Orient Blackswan. 2013 (Unit 2:2.1)

iii) The Winged Word edited by David Green, Macmillan, 2016 edition.

iv) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976

v) The Faber Book of Modern Verse. Edited by Michel Roberts. Revised by Peter Porter.

FURTHER READING (to be considered for internal assessment only)

Wilfred Owen – “Strange Meeting”

Dante Rossetti -“The Blessed Damozel”

Seamus Heaney -“Digging”

Arnold – “Rugby Chapel”, “Scholar Gypsy”

Charles Dickens - A Tale of Two Cities

George Eliot – Silas Marner,

Emily Bronte – Wuthering Heights

Arthur Conan Doyle – Sherlock Holmes

George Orwell - Nineteen Eighty-Four, Animal Farm

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

The Cambridge Companion to the Victorian Novel by Deirdre David. 2012.

George Eliot and the British Empire by Nancy Henry. Cambridge University Press, 2006.

George Bernard Shaw by G K Chesterton. Cosimo Classics, 2007.

The Victorian Novel. Edited by Harold Bloom. Infobase Publishing, 2004.

The Cambridge Companion to the Victorian Novel. Edited by Deirdre David, David Deirdre, Professor Emerita of English Deirdre David. 2001.

The Oxford Handbook of the Victorian Novel. Edited by Lisa Rodensky. 2013.

The Oxford Handbook of Victorian Poetry. Edited by Matthew Bevis. 2013.

The Cambridge Companion to Victorian Poetry. Edited by Joseph Bristow. 2000.

Tragedy in the Victorian Novel: Theory and Practice in the Novels of George Eliot, Thomas Hardy and Henry James by Jeannette King. Cambridge University Press, 1978.

A Companion to Twentieth-Century Poetry. Edited by Neil Roberts. Blackwell Publishers, 2003.

The Cambridge Companion to the Twentieth-Century English Novel. Edited by Robert L. Caserio. 2009.

British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>

Poems for all the semesters with a detailed introduction to the author.

<https://www.poetryfoundation.org/>

Poems. <https://www.poemhunter.com/>

Charlotte Bronte. The Great British Channel.

<https://www.youtube.com/watch?v=QyTeDZZBphI>.

Tennyson. <https://www.youtube.com/watch?v=1dryb5Qnf6o>.

“The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities.

<https://www.youtube.com/watch?v=Q1YEr8ZiZhY>.

Thomas Hardy. BBC. https://www.youtube.com/watch?v=_Jgx6ez9LYM.

Charles Dickens. BBC. <https://www.youtube.com/watch?v=unKuZ2wlNdw>.

Hopkins. The Life and Poetry of Gerard Manley Hopkins- Mr. Steve Ayers, Authenticum Lecture Series. <https://www.youtube.com/watch?v=E32QgpEDEYo>.

T.S.Eliot. BBC. <https://www.youtube.com/watch?v=39CMZUyyw2s>.

Ted Hughes. BBC. <https://www.youtube.com/watch?v=bCVciE4tmyI&t=64s>.

Seamus Heaney. Irish History Documentaries. <https://www.youtube.com/watch?v=YJekPyV2rJM>.

Robert Browning. My Last Duchess. https://www.youtube.com/watch?v=T9h_csKEwxg.

The Pre-Raphaelites: Victorian Revolutionaries (BBC Documentary) Part 1. <https://www.youtube.com/watch?v=FkWONORqHZw>.

W.H.Auden. Yale Lectures. <https://www.youtube.com/watch?v=LcRhInARHFs&list=PLwqI96-LQlZKBJLuQReplttH9A7fp1DD&index=3>

AG23B- ASPECTS OF ENGLISH LANGUAGE - PAPER I

Subject: SHAKESPEARE

Subject Code: AG21B

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 75

COURSE OBJECTIVES:

- To recall, reinforce and test knowledge of English Grammar
- To sensitize on correct and incorrect use of the English language

SYLLABUS

Unit 1: Introduction

1.1 Language - Definition – Uses of language - Phatic communion

1.2 Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Inter changeability, Specialization, Non directionality

1.3 Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glossogenetics

1.4 Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing

Unit 2 - English Language and Its Structure -I

(Word Classes – Content Words/Lexemes)

2.1 Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types.

2.2 Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, ‘Be’ ‘Have’ ‘Do’ as Main Verbs.,

2.3 Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect.

2.4 Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative, Degree of comparison, Order of adjectives

2.5 Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb

Language in Use: Error corrections, Rewrite changing tenses, number, substituting with pronouns.

Unit 3: English Language and Its Structure- II

3.1 Articles, Determiners

3.2 Prepositions, Inflections

3.3 Conjunctions – Coordinating and Subordinating Conjunctions

3.4 Linkers

3.5 Interjections

Language in Use: Error corrections, Rewrite changing tense and numbers

Unit 4: English Language And Its Structure- III (Phrases)

4.1 Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases, Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional Phrases,

4.2 Independent and Dependent Clauses Conditional Clauses

4.3 Sentences - Pattern -Types of sentences - Simple, Compound and Complex

sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory

4.4 Voice

4.5 Reported Speech

Language in Use: Conversion, Transformation, Rearrange (jumbled word sentences)

Sequencing

Unit 5: English Language And Its Structure IV – Spelling

5.1 Common rules- ‘i’ before ‘e’, dropping the final ‘e’, changing final ‘y’ to ‘I’.

Doubling of the final consonant.

5.2 Spelling – pronunciation differences

- single letter with multiple pronunciation

- single sound with multiple spelling

5.3 One word substitutions (for class work only. Not for testing)

5.4 Idioms and Phrases (for class work only. Not for testing)

5.5 Dictionary referencing (using Dictionaries to understand how words are entered in a Dictionary)

Language in Use: Error correction, unscrambling letters, commonly confused words

[Note:5.3, 5.4 & 5.5 are not for testing in the End Semester External Examination]

COURSE OUTCOMES:

After completing this course, the students will be able to:

- Show their understanding of language and its features
- Demonstrate their understanding of English Grammar
- Use English language correctly
- Distinguish between correct and incorrect use of the language.

Prescribed Texts

Unit Books Chapters and Page

Numbers; sub units

Unit 1 Language and Linguistics- J.F.Wallwork 1.1 (1-13) &1.3 &1.4

The Study of Language – George Yule 1.2 Chapter 2

Unit 2 Randolph Quirk and Sidney Greenbaum- A University Grammar
of English

2.1-2.5

Unit 3 A.J. Thomson and A.V. Martinet - A Practical English Grammar 3.1 (1-9)

Randolph Quirk and Sidney Greenbaum- A University Grammar
of English

3.2 (Chapter 2&3)

David Green - Contemporary English Grammar Structures and
Composition

3.3

S.K.Verma and N.Krishnaswamy “Word Classes – Form Words
(Functors)”- Modern Linguistics: An Introduction

3.4&3.5

Unit 4 Modern English - A Book of Grammar, Usage and Composition 4.1

A.J. Thomson and A.V. Martinet - A Practical English Grammar

Randolph Quirk and Sidney Greenbaum- A University Grammar of
English 155-177

Modern English - A Book of Grammar, Usage and Composition 4.2 (Chapter 4)

David Green - Contemporary English Grammar Structures and
Composition 4.3 (143-144), 4.4 &4.5

Unit 5 Dr.V.Saraswathy – Applied English Grammar

K.R.Narayanaswamy – A Teacher’s English Grammar
(Orient Black Swan) 5.1 to 5.5

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Bhatnagar and Rajul Bhargava – English for Competitive Examinations

David Green - Contemporary English Grammar Structures and Composition (Macmillan)

Dr. Varshney - An Introductory Text book of Linguistics and Phonetics

Dr. Williams and Dr. Saraswathy - A Handbook of English Grammar with Usage and
Composition

F. T. Wood – A Remedial English Grammar for Foreign Students
George Yule - The Study of Language Third Edition (Cambridge)
J.F.Wallwork - Language and Linguistics (Chapter V) (Heinemann Educ.)
Michael Swan - Practical English Usage
N. Krishnaswamy - Modern English Grammar and Usage (Macmillan)
Rajeevan Karal - English Grammar Just for You (Oxford)
Stannard Allan - Living English Structure
Thomson and Martinet - A Practical English Grammar
www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/
www.lexico.com/grammar/i-before-e-except-after-c
www.hitbullseye.com/Vocab/One-Word-Substitution.php

AG33A-BACKGROUND TO ENGLISH LITERATURE-III

Subject: BACKGROUND TO ENGLISH LITERATURE-III

Subject Code: AG33A

Class: I B A ENGLISH

Semester: Odd (III)

Hours: 90

COURSE OBJECTIVES:

This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical background to enable students understand the contexts and background of British literature of the Twentieth Century

SYLLABUS

Unit 1:

I. Literary Forms

1.1 POETRY - Idylls, Epistles, Confessional, Imagism-Haiku, War- Georgian, Slam/Spoken Word Poetry

1.2 DRAMA - Poetic Drama, Problem Play, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre,

1.3 DRAMA - Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre

1.4 NOVEL - Detective, Regional, Social, Bildungsroman

1.5 NOVEL -Psychological, Stream of Consciousness, Sci-Fi, Anti-Novel

II. Literary Devices/Concepts.

1.6 POETRY - Onomatopoeia, Pathetic fallacy, Poetic license, Apostrophe, Personification, oxymoron, zeugma

1.7 DRAMA - Poetic justice [Nemesis], Alienation effect, Defamiliarization, Fourth Wall, breaking the Fourth Wall, Disguise, Foreshadowing, Suspension of disbelief

1.8 NOVEL - Satire, Epiphany, Paradox, Symbolic, Flat and Round Characters

[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2:Impact of the History of language on Literature

2.1 The Evolution of Standard English – pages 148-157

2.2 Idiom and Metaphor- pages 158-171

2.3 The Foreign Contribution – pages – 172-193

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016]

Unit 3: Literary History - TWENTIETH CENTURY

3.1 Twentieth Century poetry influenced by French symbolism – page 1123;

W.B.Yeats' "Sailing to Byzantium" – page 1131; T.S. Eliot's "Wasteland"– page 1133; poets of the 1930s – page 1136; Ted Hughes – page 1151

3.2 Twentieth century novel –an introduction - pages 1152-1153;

E.M. Forster's Passage to India – page 1158;

Virginia Woolf's Mrs. Dalloway – page 1160;

3.3 James Joyce's Ulysses – page 1163;

D.H. Lawrence's Sons and Lovers – page 1164;

George Orwell's Animal Farm - page 1169

3.4 T.S.Eliot's poetic drama – Murder in the Cathedral – page 1111;

3.5 John Osborne's Look Back in Anger – page 1112

[Text - A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]

Unit 4: World War I

4.1 CAUSES - Assassination of Austrian Arch Duke [June 1914],

Declarations of War by Austria, Germany, Britain, France,
Montenegro, Japan.

4.2 EVENTS - Trench warfare begins at Marnes in France [Sep. 1914]/

Chemical Warfare [April 1915]/ Failed attempt to recapture Constantinople
by ANZAC and British troops [April 1915]/

Sinking of Lusitania [May 1915],/ Battle of Verdun, France [Feb. 1916]/

Battle of Somme launched by Britain [July 1916],

4.3 Vladimir Lenin and the Bolshevik Rebellion in Russia / Russian Civil War,

America enters War [April 1917] Tank Warfare at Cambrai [1917]

4.4 RESULTS- Russia surrenders claim to Ukraine, Poland and Baltic territories
[Mar. 1918], Armistice [11 Nov. 1918]

4.5 IMPACT OF WWI - America becomes Super Power, Collapse of Germany,
Russia, Turkey, Austria leading to WW II, Woodrow Wilson and the League
of Nations

[Text: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS
Publishers, India, 2012 – Pages 532-540]

Unit 5: World War II

5.1 Introduction - Axis Powers [Germany, Italy, Japan], Allied Powers [Britain,

France, Russia, U.S.A.]

5.2 Causes Of World War II - The Rise of Adolf Hitler and t Nazism and THIRD REICH/Rise of Fascism in Italy, Blitzkrieg and the Battle of Britain, Battle of the Atlantic, The Holocaust, Operation Barbarossa - The German Invasion of the Soviet Union

5.3 Attack on Pearl Harbour - America Enters the War, D-Day - Allied Invasion of Europe, Hiroshima and Nagasaki - Japan Surrenders, Life During World War II

5.4 End of World War II, Key Figures of World War II

5.5 Results and Aftermath of World War II- Rise Of Communism In Eastern Europe, The Cold War, Division Of Germany, The Berlin Wall, Birth Of Israel, War Time Crimes Tribunal, America's Role In Rebuilding Europe And Japan, Independence To British Colonies, The United Nations

[Text: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012 - Pages 558-566]

COURSE OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Describe the distinct periods of British literature
- Write brief notes on literary forms
- Write brief essays on seminal writers from Britain in the Twentieth century
- Write brief essays on the historical background of the same period

Prescribed Texts

- i. A Glossary of Literary Terms by M.H. Abrams& Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]
- ii. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016
- iii. A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers
- iv. A History of England. John Thorn, Roger Lockyer and David Smith. AITBS

Publishers, India, 2012

v. A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012

vi. English Literature In Context by Paul Poplawski. CUP

BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE

(to be considered for internal assessment only)

Freeman, Henry World War 1: A History from Beginning to End

World War 2: A Captivating Guide from Beginning to End (The Second World War and D Day Book 1)

www.thoughtco.com/world-war-ii-battle-of...

www.britannica.com/event/Russian-Revolution

<https://www.britannica.com/event/World-War-II/The-Battle-of-Britain>

world-war-2.wikia.org/wiki/

<http://www.americaslibrary.gov/>

<https://www.britannica.com/event/Holocaust>

[https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-](https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-ii.htm)

<https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement>

www.britannica.com/event/Russian-Revolution

www.preservearticles.com/history/what-were-the-results...

www.clearias.com/first-world-war

TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

Subject: ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

Subject Code: TSSEC

Class: II B A ENGLISH

Semester: Odd (III)

COURSE OBJECTIVES:

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

SYLLABUS

UNIT- I: Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- II: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

COURSE OUTCOMES:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students

Recommended texts:

Powell. In Company. MacMillan.

Cotton, et al. Market Leader. Longman.

Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.

Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.

De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books. De

Bono, Edward. 1993. Serious Creativity. Re print. Harper Business.

ASSESSMENT PATTERN

CORE PAPERS AND ALLIED PAPERS

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination

FORMATIVE ASSESSMENT PATTERN

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

LITERARY APPRECIATION

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

i. Attendance – 5 marks

ii. Continuous Assessment – 10 marks

iii. Internal Examination -- 35 marks

ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

Internal Assessment- 50 Marks

(Written Test - 10 Marks

Oral Test- 10 Marks

Assignment- 10 Marks

Seminar- 10 Marks

G.D- 10 Marks

Total- 50 Marks)

SEMESTER IV

HINDI-IV-CLE4G

TAMIL-IV-LA14A

FRENCH IV-CLK4W

LZ14C- ACADEMIC WRITING

CORE PAPER - AG24A- AMERICAN LITERATURE- PAPER I

CORE PAPER- AG24B- ASPECTS OF ENGLISH LANGUAGE - PAPER II

**ALLIED - AG34A-BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-
IV**

TSSD- ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS II

ENV4B - ENVIRONMENTAL STUDIES

**NAME OF THE STAFF: Dr. J. PADMAPRIYA
CLE4J**

SUBJECT CODE:

YEAR/SEMESTER: II

YR/IV SEMESTER

I. COURSE OBJECTIVES:

Objective of the course is to

- 1. Gain awareness about the social, cultural and literary situations during the Aadhu nic Kaal .**
- 2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.**
- 3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.**
- 4. Imparting knowledge if Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.**
- 5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.**
- 6. Influence of British rule on Indian society.**

II YEAR - IV SEMESTER

SUBJECT CODE: CLE4H

YEAR/SEMESTER: II YR/ IV SEM

Paper –IV Modern Poetry And Introduction To Hindi Literature
(Aadhunik Kaal)”

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras .

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhunik Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma,
Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.

2. Hindi Sahithya Yug Aur

Pravrithiya By:

Dr. Sivakumar Varma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories

2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunika Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunika Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

பொதுத்தமிழ் - இரண்டாமாண்டு – நான்காம்பருவம்

PART – I – SECOND YEAR- FOURTH SEMESTER

நோக்கும் சுற்றல் பயன்பாடும் (2020 – 2021) SUBJECT CODE: LA14A

YEAR/SEMESTER: II YR/ IV SEM

பாடத்திட்டத்தின் நோக்கம்

சங்க இலக்கியம், நீதி இலக்கியம், இரட்டை காப்பியம் ஆகிய இலக்கியங்கள் இடம்பெற்றுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக அமைக்கப்பட்டுள்ளன. இந்த இலக்கியங்களின் வாயிலாக பழந்தமிழ் மக்களின் சமூக நிலை, பண்பாடு, வீரம் போன்ற செய்திகளை அறிந்துகொள்ள முடிகின்றது. பழந்தமிழ்ச் செய்யுள்களின் யாப்பு கட்டமைப்பினை உணரவைக்க ஏதுவாகின்றது. இலக்கியங்களின் செழுமையையும் அறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

IV.இலக்கியம்

V.அதைச் சார்ந் தமிழிலக்கிய வரலாறு

VI.மொழிப் பயிற்சி

அலகு - 1

1. நற்றிணை -10, 110, 129
2. குறுந்தொகை - 8, 25, 32
3. கலித்தொகை - 6, 37, 51
4. அகநானூறு - 7,122,155
5. புறநானூறு - 89,109, 204.

அலகு - 2

பத்துப்பாட்டு - நெடுநல்வாடை முழுவதும்

அலகு - 3

- சிலப்பதிகாரம் - மனையறம் படுத்த காலை
- மணிமேகலை - விழாவறை காலை

அலகு - 4

திருக்குறள்

- அறத்துப்பால் - வாழ்க்கைத்துணை நலம், மக்கட்பேறு
- பொருட்பால் - கல்வி, கேள்வி
- காமத்துப்பால் - குறிப்பறிதல், புணர்ச்சிமகிழ்தல்

அலகு - 5

தமிழ் இலக்கிய வரலாறு

- சங்க இலக்கிய வரலாறு
- அற இலக்கிய வரலாறு

அலகு -6

மொழிப்பயிற்சி

- ஆங்கிலத்திலிருந்து தமிழுக்கு மொழிபெயர்த்தல்
- மிழிலிருந்து ஆங்கிலத்திற்கு மொழி பெயர்த்தல்.

பாடத்திட்டத்தின் பயன்கள்

- ♣ சங்க இலக்கிய செய்யுள்களின் நுட்பத்தையும் புலமையையும் வலியுறுத்துதல்.
- ♣ அக்கால மக்களின் வாழ்க்கை நிலை உணர வைத்தல்.
- ♣ பழந்தமிழர்களின் பண்பாட்டைத் தக்க வைத்துக்கொள்வதின் தேவையைப் புரிய வைத்தல்
- ♣ மொழி வளம் பாதுகாப்பின் அவசியத்தை உணர்த்துதல்

பாடநூல்:

- ❖ சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப் படிப்பு - பகுதி - I தமிழ்
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை
பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் - I - செய்யுள் திரட்டு

Foundation Course

Part - Tamil - For I & II Semesters

Common to all undergraduate course and FiveYear Integrated postgraduate courses. (2016
- 2017 onwards.)

❖ மிழ் இலக்கிய வரலாறு

❖ மொழிப்பயிற்சி

Reference book

❖ மிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக
இல்லை. (Reference book not applicable)

Common for all B.A / B.Sc courses

No of hours :6

Year 2 :Semester IV

Foundation Course: Paper IV-French IV

YEAR/SEMESTER: II YR/ IV SEM

SUBJECT CODE: CLK4V

Title of the Paper: Translation, Comprehension and Grammar-I

Objectives

In teaching French we aim to

-provide the learners with a basic knowledge of grammar and gradually give them an insight
into the culture and literature of France

-enable them to comprehend the nuances of the language so they are better equipped to
express themselves in French

-discover another world , another people , another way of life .

-make them more accepting of people who differ from them

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

- Le passé simple
- Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

LZ14C- ACADEMIC WRITING Class: II B A ENGLISH Semester:
EVEN (IV) Hours: 75

Subject Code: LZ14C

- To equip the students at the tertiary level with an understanding of the basics of academic writing and the mechanics of writing for professional purposes
- To acquire the knowledge and practice of using formal language and specific research papers
- To become adept in the requirements and specifications used for writing conventions to write about literature
- To empower the students with transferable skills for life and career

SYLLABUS:

UNIT 1 WRITER'S RESOURCES

- 1.1 Recall and Write
- 1.2 Observe and Write
- 1.3 Read and Write
- 1.4 Converse and Write
- 1.5 Imagine and Write
- 1.6 Assignments

UNIT II THINKING AND WRITING

- 2.1 Critical Thinking – Asking Questions
- 2.2 Comparing and Contrasting
- 2.3 Analysing and Evaluating Evidence
- 2.4 Arguing and Interpreting, arriving at a thesis
- 2.5 Establishing Cause and Effect
- 2.6 Assignments

UNIT III WRITTEN LANGUAGE AND ACCURACY

- 3.1 Fundamentals of Language I
- 3.2 Fundamentals of Language II
- 3.3 Punctuation and mechanics of writing
- 3.4 Cohesion and Coherence in writing
- 3.5 Common Errors in writing and how to avoid them
- 3.6 Assignments

UNIT IV RESEARCH AND WRITING

- 4.1 Writing from References
- 4.2 Literary Research Writing I
- 4.3 Literary Research Writing II
- 4.4 Documentation
- 4.5 Plagiarism
- 4.6 Assignments

UNIT V WRITING PROCESS

- 5.1 Generating Ideas
- 5.2 Outlining a draft
- 5.3 Revising a draft
- 5.4 Completing the draft
- 5.5 Peer reviewing drafts
- 5.6 Assignments

PRACTICAL APPLICATION

COURSE OUTCOMES:

After doing the course, students will be able to:

- Gain a scholarly understanding in writing about literature
- Adopt a more organised approach to academic writing by acquiring the required writer's resources
- Identify the broad categories in academic writing styles and use their format appropriately
- Improve accuracy in writing by editing sentences, using apt punctuations, avoiding common errors and by ensuring cohesion and coherence
- Acquire skills to use references and engage in research writing

- Understand the importance of documentation and peer reviewing and the need to avoid plagiarism
- Organise and refine the writing process
- Write academically with the ability to analyse, convey understanding, think critically and focus on technique and style.

Reference Book:

THE BEDFORD GUIDE TO COLLEGE WRITERS (Second Edition) by X.J. Kennedy and Dorothy M. Kennedy

AG24A- AMERICAN LITERATURE- PAPER I

Subject: AMERICAN LITERATURE- PAPER I

Subject Code: AG24A

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 75

COURSE OBJECTIVES:

To introduce the students to the evolution of American literature through the study of pioneering texts

SYLLABUS:

UNIT 1: Poetry

1.1 “Prologue” Anne Bradstreet

1.2 “Brahma” R. W. Emerson

- 1.3 “The Broken Oar” Henry W Longfellow
- 1.4 “Because I could not stop for Death Emily Dickinson
- 1.5 “Vigil Strange I Kept on the Field One Night” Walt Whitman
- 1.6 “Sparrow” Paul Laurence Dunbar
- 1.7 “The Raggedy Man” James Whitcomb Riley
- 1.8 “The Anti-Suffragists” Charlotte Perkins Gilman

UNIT 2: Prose

- 2.1 “Where I Lived, and What I Lived For” H.D. Thoreau
- 2.2 “The Philosophy of Composition” Edgar Allan Poe
- 2.3 “The American Scholar” R. W. Emerson

[Excerpt: Paragraph beginning ‘In this view of him as Man Thinking...’ upto the lines ending...
‘popular judgments and mode of action.—Education of the American writer by nature,
books and action’]

- 2.4 “The Slaves' New Year's Day” Harriet Jacobs

UNIT 3: Drama

- 3.1 Trifles Susan Keating Glaspell

UNIT 4: Short Story

- 4.1 “The Murders at the Rue Morgue” Edgar Allen Poe
- 4.2 “Jim Baker’s Blue Jay’s Yarn” Mark Twain
- 4.3 “The Luck of Roaring Camp” Bret Harte
- 4.4 “Regret” Kate Chopin

UNIT 5: Fiction

- 5.1 Adventures of Huckleberry Finn Mark Twain

COURSE OUTCOMES:

By the end of the course, students will be able to:

- Trace the origin and history of American Literature
- Understand and explain the cultural, political, and stylistic protocols that governed early American literature, the impact of Puritanism and significance of Transcendentalism using prescribed texts

- Assess thematic aspects of literary texts as a part of cultural and historical movements in America

Prescribed Text and Web Sources:

- i) The Norton Anthology of American Literature, Vol. C, Baym, Nina et al. Fifth Avenue, USA, 2012
- ii) Norton Anthology of American Literature, Vol. D, Fifth Avenue, New York-17, U.S.A.
- iii) Norton Anthology of American Literature, Vol. E, Fifth Avenue, New York-17, U.S.A.
- iv) The Oxford Book of American Poetry edited by David Lehman, John Brehm. OUP
- v) A Pageant Of Poems By Sheppard, C. A. (ed.) Orient Longman Press. 1998
- vi) Short Story Masterpieces, Five American Masters, Jaico Pub. House, Mumbai- 23, 2003.
- vii) 1.5 <https://rpo.library.utoronto.ca/poems/raggedy-man>
- viii) 1.8 <https://www.poetryfoundation.org/poems/52090/the-anti-suffragists>
- ix) 2.3 <http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>
- x) 4.4 <https://americanliterature.com/author/kate-chopin/short-story/regret>
- xi) 5.1 <http://www.gutenberg.org/files/642/642-h/642-h.htm>

FURTHER READING (to be considered for internal assessment tasks only)

“Song of Myself” & “I hear America Singing” by Walt Whitman

“Of Deserts” by Herman Melville

“Virtue” by Phillis Wheatley

“On Women’s Right to Vote” by Susan B. Anthony

“Incidents in the Life of a Slave Girl” by Harriet Jacobs

“The Fall of the House of Usher” by Edgar Allan Poe

“Young Goodman Brown” by Nathaniel Hawthorne

“Brown Wolf” by Jack London

“Chikamauga” by Ambrose Bierce

The Adventures of Tom Sawyer by Mark Twain

The Bridge of San Luis Rey by Thornton Wilder

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Larson, Kerry, The Cambridge Companion to Nineteenth-Century American Poetry, Cambridge University Press, 2011.

The Cambridge History of American Literature Volumes 1-8

The Literary History of the United States

Barbour, James & Thomas Quirk; Romanticism: Critical Essays in American Literature, Routledge, 2016.

American Poetry | Encyclopedia.com

American literature - Poetry | Britannica www.britannica.com ›

American Poetry in the New Century by John Barr | Poetry www.poetryfoundation.org

<https://www.history.co.uk/history-of-america>

<https://www.youtube.com/watch?v=6iQeuzP2guk>

Columbia Literary History of the United States

<https://www.bcuculj.ro/hu/cuprins/pdf/Ameri/cuprins000159530.pdf>

<https://www.peng-uin.com/static/pdf/teachersguides/IncidentsSlaveGirlTG.pdf>

The Beginnings of American Literature: <https://www.youtube.com/watch?v=qibmsTdCTaI>

AG24B- ASPECTS OF ENGLISH LANGUAGE - PAPER II

Subject: ASPECTS OF ENGLISH LANGUAGE - PAPER II

Subject Code: AG24B

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 75

COURSE OBJECTIVES:

To provide learners the fundamentals of English Linguistics and sensitize learners on the nuances of English Language to enable them to use English with a thorough knowledge of its aspects

SYLLABUS

Unit 1: Introduction

- 1.1 What is Linguistics? – Linguistics as a science
- 1.2 Nature and scope of Linguistics
- 1.3 Synchronic and Diachronic approaches
- 1.4 Branches of study
- 1.5 Kinds of Linguistics - Descriptive, Comparative and Historical

Course Components

Unit 2: English Phonetics and Phonology -I

- 2.1 Introduction to Phonetics and Phonology – The unphonetic character of English Orthography and the need for a phonetic script – phonetics , phonemics, phonics
- 2.2 Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region , Air Stream Mechanisms
- 2.3 Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants
Three term Label
- 2.4 FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Active and Passive Articulators
- 2.5 Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones – Complementary distribution and Free Variation

Unit 3: English Phonetics and Phonology -II

- 3.1 Vowels – Definition, Cardinal vowels , Vowel Chart
- 3.2 Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label, Description of individual Vowels
- 3.3 Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and Releasing consonants
- 3.4 Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm
Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic)
- 3.5 Suprasegmental features – Assimilation, Elision, Linking and Intrusive ‘r’

Glossary of Phonological Terms- I

Language in Use :Transcription – words and single sentences, Reverse Transcription,
Using a Dictionary to note IPA symbols and stress markers

Unit4: Morphology and Word Formation

4.1 Morphemes – Free and bound Morphemes

4.2 Affixes -Prefix , Suffix and Infix

4.3 Allomorphs - Zero morphemes Empty Morphemes

4.4 Compound Words, Back formation Portmanteau words, Clipping of Words

4.5 Morphophonemics - Phonetic Realization of Plural, Past, Third Person Singular
morphemes (pronunciation of – ed, -s &-es)

Language in Use: Morphological analysis of words in sentences, separating portmanteau words

Unit 5: Semantics

5.1 Word Meaning – Associative and Denotative Meaning

5.2 Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected,
collective and thematic)

5.3 Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy,
Synonymy, Antonymy)

5.4 Semantic Roles

5.5 Semantic Field

Glossary of Semantic Terms- I

Language in Use: testing all types of meaning in context

COURSE OUTCOMES:

After completing this course students will be able to:

- Use English with an understanding of the sounds present in the language
- Use English words with a thorough understanding of their structure and meaning

Prescribed Texts:

Unit Books

Unit 1 The Study of Language – George Yule

Unit 2 A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 3 English Phonetics and Phonology – Peter Roach

Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation –
CIEFL

A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 4 Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

The Study of Language – George Yule- Chapter 6

Unit 5 Semantics - Geoffrey Leech

The Study of Language – George Yule- Chapter 9

Language and Linguistics- J F Wallwork

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Daniel Jones- The Pronunciation of English

Balasubramanian. T - A Textbook of English Phonetics for Indian Students – A workbook .

R. K. Bansal and J. B. Harrison – Spoken English .

Lalitha Ramamurthi - A History of English Language and Elements of Phonetics

T. Balasubramanian - English Phonetics for Indian Students – A workbook

George Yule – The Study of Language

J.F.Wallwork - Language and Linguistics

S.K Verma, N.Krishnaswamy -Modern Linguistics – An Introduction

Dr. Varshney - An Introductory Text book of Linguistics and Phonetics

Adrian Akmajian & others- Linguistics – An introduction to Language and Communication

Geoffrey Leech – Semantics (PENG-uin)

Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL

Nativlang: What is meaning? Semantics, logic and the meaning of words-- Linguistics

<https://www.youtube.com/watch?v=9ZDkp8dUWyw>

Introduction to Semantics: <https://www.youtube.com/watch?v=I3t2VPcHwCw>

<https://nptel.ac.in/content/storage2/courses/109106085/downloads/03->

[%20Phonetics%20and%20Phonology-%20week%203.pdf](https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf)

AG34A-BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-IV

Subject: BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-IV

Subject Code: AG34A

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 90

COURSE OBJECTIVES:

This paper aims at introducing basic concepts about seminal concepts from European and American histories to enable students understand the contexts and background of European and American literatures

SYLLABUS

Unit 1:Literature And Greaco-Roman Schools Of Thought

1.1 Ancient Greece – pages 22-35

1.2 Ancient Greece – pages 35-43

1.3 Making of the Roman World – pages 44-55

1.4 Making of the Roman World – pages 55-64

1.5 Hylozoism, Great chain of Being (Plato, Aristotle), Imitation [mimesis], Idealism (Kant), Platonism, Epicureanism, Skepticism, Stoicism, Cynicism, Sophism, Narcissism, Hedonism.

1.1 & 1.4 [Text – The Penguin History of Europe by J.M.Roberts, 1996.]

1.5 [Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2 : The Shaping Of Europe

2.1 Western Christendom, Papacy, Charlemagne, Carolingian heritage, Mediterranean Europe, Vikings, Anglo-Saxon England – pages 120- 138

2.2 The Crusades – pages 167-171, Europe's emerging shape – pages 178-179

2.3 The Ottomans, the end of Byzantium, Ottoman Europe – pages 209- 213,
Renaissance and Printing – pages 218-221, Modernity and modern history –
pages 233-238

2.4 European Reformation and Counter- Reformation - pages 260-265

2.5 Enlightenment – pages 267-271

[Text – The Penguin History of Europe by J.M.Roberts, 1996.]

Unit 3:The Discovery Of America

3.1 The Discovery of America – European Enterprise – a new World –
pages 224 - 230

3.2 The Americas – pages 319-321

3.3 North American Colonies –pages 324 -326

3.4 American Revolution – First Overseas European Nation pages 344-347

3.5 United States and European opinion – pages 347- 349

[Text – The Penguin History of Europe by J.M.Roberts, 1996.]

Unit 4:The History And Culture Of America

4.1The History and culture of the United States of America –
Chapter 1- European settlers in a new continent; Colonial America –
Thirteen colonies; [pp.1-28]

Plantation Slaves in the South[1641-1865], the Westward Movement, the Gold
Rush[1807-1910], the Declaration and American War of Independence[1775-
83]; the framing of the Constitution, Lincoln and the Civil war; Reconstruction;
[pp.1-15]

[Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta.
Orient Blackswan, 2017]

4.2 America and World War I [1914-18], The League of Nations;

4.3 Prohibition up to The breakdown of Trusts (Sherman /
Clayton Anti –Trust Acts-1890/1914) and the Mafia [1920-],
Great Depression[1929]

America's role in World War II[1939- 45],

4.4 Martin Luther King Jr. and the Civil Rights Movement[late1940s-1968]

4.5 American Foreign Policy-The Cold War [1945-89] and McCarthyism

[late 1940s-1950s], J.F. Kennedy's Foreign and Black rights policy,

War with Vietnam [1954-73], Cuba and the Bay of Pigs Invasion [1961]

[[Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta.

Orient Blackswan, 2017]

UNIT 5: Background to American Literature

5.1 Chapter 1 -The narrative of American literature; The New world; Puritan myth;

American exceptionalism; Myth of the frontier; American Dream;

American Pastoralism; Multiculturalism– pages 1-28

5.2 From the Early narratives to the Colonial Era – Chapter 2 – Puritan literature;

histories and journals; Conversion narratives; Sermons; Captivity narratives;

poetry;

5.3 Literature of the 18th century; Literature and the Revolution; Emergence of the

American novel; Fenimore Cooper– pages 29-58,

5.4 Harlem Renaissance and Hippie culture

5.5 Periods of American literature – pages 273-278

[5.1 to 5.4 -Text – A Short History of American Literature by Krishna Sen and

Ashok Sengupta. Orient Blackswan, 2017]

[5.5 -Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham.

Eleventh Edition. Cengage,2019 (Indian Reprint)]

COURSE OUTCOMES:

At the end of this course students will be able to:

- Identify and define basic terms and concepts which are needed for advanced courses in European and American literature
- Write brief essays on the historical background of European and American literatures.

Prescribed Texts

i. Krishna Sen and Ashok Sengupta. (2017). A Short History of American Literature. Orient

Blackswan.

ii. J.M.Roberts. (1996). The Penguin History of Europe.

iii. Abrams M.H. & Geoffrey Galt Harpham.(2015) A Glossary of Literary Terms Eleventh Edition. Cengage,2019 (Indian Reprint)]

BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE

Transcendentalism in America – pages 409-411; symbolist movement – pages 394-395; surrealism –pages 390-391; stream of consciousness – pages 378-379; [Text- A Glossary of Literary Terms by M.H.Abrams.]

Mercer, B. (2019). Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany. Cambridge University Press.

Blackman, R. (2019). 1789: The French Revolution Begins. Cambridge University Press.

De Graaf, J. (2019). Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945. Cambridge University Press.

Enstad, J. (2018). Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II. Cambridge University Press.

Pergher, R. (2017). Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and Settlement in Italy's Borderlands, 1922–1943. Cambridge University Press.

Von Bulow, M. (2016). West Germany, Cold War Europe and the Algerian War. Cambridge University Press.

Cichopek-Gajraj, A. (2014). Beyond Violence: Jewish Survivors in Poland and Slovakia, 1944–48. Cambridge University Press.

Walter Cohen. (2017).A History of European Literature: The West and the World from Antiquity to the Present.Edinburgh University Press.

Kagan, Donald, Steven E. Ozment, and Frank M. Turner. (2007). The Western Heritage: Since 1300. Macmillan Publishing, New York.

Viault, Birdsall S. (1990). Modern European History. McGraw-Hill.

Lars Boje Mortensen. (2018). European Literature and Book History in the Middle Ages, c. 600-c. 1450. Oxford.

Malcolm Bradbury and James McFarlane. (1978). Modernism: A Guide to European Literature 1890-1930. Penguin.

TSSSED- ESSENTIALS OF SPOKEN AND COMMUNICATION SKILLS II

Subject: ESSENTIALS OF SPOKEN AND COMMUNICATION SKILLS II

Subject Code: TSSSED

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 30

COURSE OBJECTIVES:

- To understand the nuances of speech delivery and importance of body language.
- To understand the importance of developing self esteem and personality in the context of communication.

SYLLABUS

Unit – I

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery.

Personality Development: Building self esteem.

Unit – II

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methodology of Group discussions, Role Functions in Group Discussion, Types of Non – functional Behavior, Improving group performance. Participating in Mock group discussions.

Unit – III

Interviews – Types of Interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

Unit – IV

Business Presentations – Preparing successful presentations, thinking about

audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

COURSE OUTCOMES:

After completing this course students will be able to:

- Understand the role of team leader in conflict management, team briefing etc. In a professional situation.
- Prepare themselves for interviews by understanding the different types of interviews.
- Learn how to carry out successful business presentations by preparing visual aids and dealing with interruptions and questions.

Recommended Texts:

Peter, Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill. 2012. Print.

Singh, Prakash and Raman, Meenakshi. Business Communication. New Delhi: Oxford UP. 2006. Print.

Bailey, Edward P. Writing and Speaking at Work: A Practical Guide for Business Communication. Pennsylvania: Prentice Hall. 2007. Print.

Pease, Allan and Peas, Barbara. The Definitive Book of Body Language. New York: Random House. 2006. Print.

DeBono, Edward. 1993. Serious Creativity. Re print. Harper Business.

ENV4B - ENVIRONMENTAL STUDIES

Subject: ENVIRONMENTAL STUDIES Subject Code: ENV4B

Class: II B A ENGLISH

Semester: EVEN (IV)

COURSE OBJECTIVES:

- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; to create new patterns of behavior of individuals, groups, and society as a whole towards the environment.

SYLLABUS

Unit 1: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies;

Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:

Food chains, food webs and ecological succession, Case studies of the following ecosystem:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification.

Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).

Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity,

Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots

India as a mega- biodiversity nation, Endangered and endemic species of India.

Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lecturers)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.

Nuclear hazards and human health risks

Solid waste management: Control measures of urban and industrial waste

Pollution case studies

Unit 6: Environmental Policies & Practices (8 lecturers)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare.

Resettlement and rehabilitation of projects affected persons; case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.

Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.

Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.

Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystem- pond, river, Delhi Ridge etc.

COURSE OUTCOMES:

After completing this course students will be able to:

- Communicate complex environmental information to both technical and non-technical audiences.
- Understand and evaluate the global scale of environmental problems.
- Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Suggested Readings:

1. Carson , R. 2002.Slient Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia

Saunders.

10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & sons.
13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tirupathi 1992.
14. Sengupta, R. 2003. Ecology and Economics: An approach to sustainable development. OUP
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology : Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C.E. 1971. Biology and water Pollution Control. WB Saunders.
19. Willson, E.O. 2006. The Creation: An appeal to save life on earth.. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press

ASSESSMENT PATTERN

CORE PAPERS, ALLIED PAPERS AND ENVIRONMENTAL STUDIES

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination

FORMATIVE ASSESSMENT PATTERN

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

ACADEMIC WRITING

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

i. Attendance – 5 marks

ii. Continuous Assessment – 10 marks

iii. Internal Examination -- 35 marks

Summative Internal Assessment

(Writing skills- 5 Marks

Text based Questions - 20 Marks

Theoretical and Critical Writing - 10 Marks)

ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS II

SUMMATIVE ASSESSMENT: 50 MARKS

FORMATIVE ASSESSMENT: 50 MARKS

TOTAL: 100 MARKS

SUMMATIVE ASSESSMENT

External University Examination (50 marks)

FORMATIVE ASSESSMENT PATTERN

Internal Assessment- 50 Marks

(Written Test - 10 Marks

Oral Test- 10 Marks

Assignment- 10 Marks

Seminar- 10 Marks

G.D- 10 Marks

Total- 50 Marks)

SEMESTER V

CORE PAPER- BEN-DSC09: AMERICAN LITERATURE – PAPER II

CORE PAPER - BEN-DSC10:WORLD CLASSICS IN TRANSLATION

CORE PAPER- BEN-DSC11: ASPECTS OF ENGLISH LANGUAGE –III

**CORE PAPER- BEN-DSC12: INTRODUCTION TO LITERARY THEORY AND
CRITICISM**

ELECTIVE PAPER- BEN-DSE1B: ENGLISH LANGUAGE TEACHING

VALUE EDUCATION

BEN-DSC09: AMERICAN LITERATURE – PAPER II

Subject: AMERICAN LITERATURE – PAPER II

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 90

COURSE OBJECTIVES:

To enable the students to understand the trends in American literature through the study of seminal texts and its contribution.

SYLLABUS

UNIT 1: Poetry

- 1.1 “A Hillside Thaw” Robert Frost
- 1.2 “Chicago” Carl Sandburg
- 1.3 “Poetry” Marianne Moore
- 1.4 “Skunk Hour” Robert Lowell
- 1.5 “Runagate, Runagate” Robert Hayden
- 1.6 “Mirror” Sylvia Plath
- 1.7 “Harlem” Langston Hughes
- 1.8 “Perhaps the World Ends Here” Joy Harjo

UNIT 2: Prose

- 2.1 “The Figure a Poem Makes” Robert Frost
- 2.2 “The Man of Letters in the Modern World” Allen Tate
- 2.3 “I Have a Dream” Martin Luther King Jr
- 2.4 “The Black writer and the Southern Experience” Alice Walker

from In Search of our Mother's Garden

UNIT 3: Drama

3.1 The Glass Menagerie Tennessee Williams

UNIT 4: Short Story

4.1 "A Journey" Edith Wharton

4.2 "The Snows of Kilimanjaro" Ernest Hemingway

4.3 "The World's Greatest Fisherman" Louise Erdrich

4.4 "Living Space" Isaac Asimov

UNIT 5: Fiction

5.1 To Kill a Mocking Bird Harper Lee

COURSE OUTCOMES:

After doing the course, students will be able:

- To evaluate new forms of space, identity, and writing that transformed canonical English literary structures
- To assess thematic aspects of literary texts as a part of cultural and historical movements in America.

Prescribed Texts/Web Sources:

- 2.2 <https://stormfields.files.wordpress.com/2014/12/tate-man-of-letters-1952.pdf>
- 2.3 https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays_djvu.txt
- 2.4 In Search of our Mother's Garden -Alice Walker
- 4.1 https://loa-shared.s3.amazonaws.com/static/pdf/Wharton_Journey.pdf
- 4.4 <https://nyc3.digitaloceanspaces.com/sffaudio-usa/usa-pdfs/LivingSpaceByIsaacAsimov.pdf>

FURTHER READING: (to be considered for Internal Assessment tasks only)

The Great Gatsby F. Scott Fitzgerald

“After Apple Picking” by Robert Frost
“The Walls do not Fall” by Hilda Doolittle
“One Art” by Elizabeth Bishop
“Anecdote of the Jar” by Wallace Stevens
“the Cambridge ladies” by e.e.cummings
“Persephone Falling” by Rita Dove
The Hairy Ape by Eugene O’ Neil
All My Sons by Arthur Miller
As I Lay Dying by William Faulkner
The Joy Luck Club by Amy Tan

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

The Cambridge History of American Literature

Parini, Jay. The Oxford Encyclopedia of American Literature, Volume 3, OUP, 2004.

Burt, Daniel S. The Chronology of American Literature

[https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-](https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false)

[LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false](https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false)

Gray, Richard. A Brief History of American Literature

[https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-](https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false)

[LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false](https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false)

www.britannica.com

americanliterature.com

www.history.com : Black History: Facts and People

BEN-DSC10: ORLD CLASSICS IN TRANSLATION

Subject: ORLD CLASSICS IN TRANSLATION

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 75

COURSE OBJECTIVES:

This paper aims at introducing students to a few seminal classics of the world to expose them to classical literary styles and perspectives and gain an understanding of early human experiences from different parts of the world.

SYLLABUS

Unit 1: Prose

1.1 Introduction to Greek Classical Literature

1.2 'On Ancient Tamil Poetics' -- A.K.Ramanujan

Unit-2: Poetry

2.1 “Megha Duta or the Cloud Messenger” - Kalidasa

(Argument and Lines 01-48)

2.2 “The Gate of Hell” : Canto III (Inferno) - Dante Alighieri -

2.3 “The Burning of the Books” - Bertolt Brecht

2.4 “Lot’s Wife” - Anna Akhmatova

2.5 “Returning to Live in the Country” - Tao Yuanming

Unit-3: Drama

3.1 Oedipus Rex - Sophocles

Unit-4: Short Story

4.1 “The Blizzard “ - Alexander Pushkin

4.2 “The Convert “ - Guy de Maupassant

4.3 “The Empty Drum” - Leo Tolstoy

4.4 “A Christmas Tree and a Wedding” - Fyodor Dostoyevsky

Unit-5: Fiction

5.1 The Count of Monte Cristo - Alexander Dumas

COURSE OUTCOMES:

At the end of this course students will be able to:

- Possess an understanding of a few world classics
- Acquire historical and cultural knowledge of the past
- Develop critical thinking by being exposed to original ideas and philosophies
- Write about early literature, writers and their literary styles

Prescribed Texts and Web Sources

1.1 The Odyssey by Homer -Penguin Classics

1.2 Indian Literary Criticism, G.N. Devy. Orient Black Swan (pg 346-374)

Unit 2: <https://www.poetryfoundation.org/poems>

2.1 The Mégha Dúta, Or, Cloud Messenger: A Poem, in the Sanscrit Language.

Calcutta:Trans.by Horace

Hayman Wilson-1813. Google Books:

<https://archive.org/details/mghadtaorcloudm00wilsgoog/page/n136/mode/2up>

2.2 to 2.4 Texts and their Worlds- II - K.Narayana Chandran, Foundation Books, 2005

Unit 3: The Theban Plays by Sophocles - Penguin Classics

4.1 <https://www.thefreshreads.com/the-blizzard/>

4.2 Masterpieces of World Fiction: Selected Stories by Guy De Maupassant

4.3 Selected Stories by Leo Tolstoy (Masterpieces of World Fiction)

4.4 <https://www.berfrois.com/2013/12/two-christmas-short-stories-fyodor-dostoyevsky/>

4.5 <https://www.poetrynook.com/poem/returning-live-country>

FURTHER READING (to be considered for internal assessment tasks only)

Odyssey - Book I - Homer

The Inferno by Dante Alighieri, translated by Robert Hollander
Don Quixote by Miguel Cervantes, translated by Edith Grossman
Les Misérables by Victor Hugo, translated by Julie Rose
Anna Karenina by Leo Tolstoy, translated by Richard Pevear and Larissa Volokhonsky
A Doll's House by Henrik Ibsen, translated by Michael Meyer
Stung with Love: Poems and Fragments of Sappho by Sappho, translated by Aaron Poochigian
Antigone by Sophocles, translated by E.H. Plumtre
Madame Bovary by Gustave Flaubert, translated by Margaret Mauldon
Herman Hesse: Siddhartha
Dostoevsky: Notes from Underground
Maxim Gorky - "One Autumn Night"

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

World Literature Reader: A Reader - edited by Theo D'haen, César Domínguez, Mads Rosendahl Thomsen
Reading World Literature: Theory, History, Practice - edited by Sarah Lawall
A History of Western Literature –J.M.Cohen
1789: The French Revolution Begins.- Blackman, R. Cambridge University Press.
A History of European Literature: The West and the World from Antiquity to the Present.- Walter Cohen Edinburgh University Press
Modernism: A Guide to European Literature 1890-1930.Malcolm Bradbury and James McFarlane. Penguin.
<https://www.britannica.com/art/Greek-literature/Classical-period-5th-and-4th-centuries-bc>
<https://www.thoughtco.com/inferno-canto-iii-divine-comedy-dante-alighieri-4098791>
<https://www.britannica.com/biography/Sophocles>
<https://www.britannica.com/art/French-literature/The-reaction-against-reason>
<https://www.britannica.com/art/Russian-literature>

BEN-DSC11: ASPECTS OF ENGLISH LANGUAGE –III

Subject: ASPECTS OF ENGLISH LANGUAGE –III

Subject Code: AG21B

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 90

COURSE OBJECTIVES:

- To introduce learners to the different ways in which language is used
- To sensitize learners to the different ways in which English is spoken in India
- To make learners identify the differences between American and British English
- To enhance writing skills of learners
- To use language in the technological world

SYLLABUS

Unit 1: Introduction

1.1 Langue, Parole, Language

1.2 Regional Varieties of Language – Dialect, Standard and Non – Standard, Isoglosses , Dialect Boundaries, Bidialectal, Dialectology, Idiolect, Register, Bilingual

1.3 International varieties – accent, style, slang, jargon, Lingua Franca, Pidgin, Creole, Creolisation, The

Post Creole Continuum

1.4 Indian English , (pronunciation, mother tongue influence, words in English of Indian Origin)
American vs British English (vocabulary, spelling, pronunciation, meaning of commonly used words)

1.5 Language Change – Protos – Family relationship - Cognates – Comparative-Reconstruction
Language in Use : Indian English , American vs British English
(The Study of Language – George Yule- chapter 17)

Unit 2 - Syntax

2.1 What is Grammar? Misconceptions regarding grammar

2.2 The development of English grammar and Issues in traditional approach – Nominative Rules

- Latinate Fallacy – Logical Fallacy – Historical Fallacy, Descriptive and Prescriptive approaches

– Concept of correctness and social acceptability – Form and substance - Speech and Writing

2.3 Structural Grammar – IC Analysis - Labelled Tree diagram - Demerits of IC Analysis

2.4 Phrase Structure Rules

2.5 Transformation- Generative Grammar – Competence and Performance, Deep Structure and Surface Structure, Kernals and Transforms

Language in Use: Disambiguation

Unit 3: Writing in Theory – Academic Writing

3.1 Pre-Writing, Post Writing and Revision

3.2 Use of Transitional phrases

3.3 Coherence and cohesion

3.4 Writing Voice – Formal vs informal, tone

3.5 Copy editing / language editing with editing symbols

Unit 4: Writing in Practice

4.1 Paraphrasing

4.2 Review Writing – Books, films, sport

4.3 Report Writing - Project- status, progress, completion

4.4 Content Writing

4.5 Creative Writing

Language in Use : writing practice

Unit 5: Evolution of Internet English - David Crystal Language and the Internet

5.1 Internet vocabulary

5.2 Online Resources and authenticity of content

5.3 Writing for the Internet and Plagiarism

5.4 Emails, Blogging (Blog writing), Microblogging (twitter)

5.5 Abstracting, synopsis writing, script writing

Language in Use: blog writing, sending assignments as attachments through emails.

COURSE OUTCOMES:

After completing this course students will be able to:

- Use English with a thorough understanding of the different ways in which English is used in India
- Comprehend and respond to American and British English
- Use their writing skills to produce good write ups
- Communicate with ease through mails, blogs and microblogs

Prescribed Texts:

Unit Books

Unit 1 Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

Modern Applied Linguistics- S.K.Verma, N.Krishnaswamy and Nagarajan

The Study of Language – George Yule

A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 2 Grammar – Frank Robert Palmer

The Study of Language – George Yule

Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

Unit 3 John M.Swales and Christine B. Feak - Academic Writing for Graduate Students:

Essential Tasks and Skills

Unit 4 Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates

(Cambridge University Press)

John M.Swales and Christine B. Feak - Academic Writing for Graduate Students:

Essential Tasks and Skills

Unit 5 David Crystal - Language and the Internet (Cambridge University Press)

David Crystal – de gr8 db8 (Cambridge University Press)

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

George Yule – The Study of Language

Frank Robert Palmer – Grammar (Pelican books)

David Crystal – de gr8 db8 (Cambridge University Press)

David Crystal Language and the Internet (Cambridge University Press)

David Crystal- English as a Global Language (Cambridge University Press)

Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates
(Cambridge University Press)

John Lyons – Language and Linguistics, An Introduction

Writing online: Best tools for writing, blogging and Micro-blogging:

www.bandwidthplace.com/writing-online-best-tools-for-writing-blogging-and-microblogging-article/ How to use blogging and micro-blogging to disseminate your research

www.elsevier.com/connect/how-to-use-blogging-and-microblogging-to-disseminate-your-research

Book Reviews: The Writing Center: writingcenter.unc.edu/tips-and-tools/book-reviews/

How to Write a review: www.grammarly.com/blog/how-to-write-review/

BEN-DSC12: INTRODUCTION TO LITERARY THEORY AND CRITICISM

Subject: INTRODUCTION TO LITERARY THEORY AND CRITICISM

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 90

COURSE OBJECTIVES:

To introduce the basic concepts of Western literary theory and criticism to students

SYLLABUS

UNIT-1: Introduction-Liberal Humanism

1.1 Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to

‘theory’, some recurrent ideas in critical theory

UNIT-2: Structuralism

2.1 The Scope of Structuralists, What Structuralist Critics

do 2.2 Post-structuralism and Deconstruction

UNIT-3: Post-Modernism and Psychoanalytic Criticism 3.1

Post Modernism:

3.2 Psychoanalytic Criticism

UNIT-4: Feminist and Marxist Criticism

4.1 Feminist Criticism

4.2 Marxist Criticism:

UNIT-5: Post-Colonial Criticism

5.1 New Historicism and Cultural Materialism

5.2 Post Colonial Criticism:

5.3 Ecocriticism:

COURSE OUTCOMES:

By the end of this course, the students will be able to:

- Remember the critical thinkers or philosophers and their seminal works
- Understand the significance of major critical theories
- Analyse the themes and structure of literary works
- Examine dominant ideologies in a literary work
- Evaluate a literary work using a theoretical framework

Prescribed Texts:

i) Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.

Unit 1: (Pages 20 – 35 of the prescribed text)

Unit 2:2.1 (Pages 38 – 58 of the prescribed text - Excluding ‘Stop and Think’ portions)

Unit 2: 2.2 (Pages 59 – 65; 68-70 of the prescribed text)

Unit 3:3.1 Pages 78-88 Up to What postmodernist critics do (Excluding ‘Stop and Think’ portions)

Unit 3:3.2 pages : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text

(Excluding ‘Stop and Think’ portions)

Unit 4:4.1 Pages 118 -124 of the prescribed text

Unit 4: 4.2 Pages 150-154 of the prescribed text

Unit 5:5.2 (Pages 172-184 of the prescribed text)

Unit 5:5.2 Pages 185 -192 of the prescribed text - Excluding ‘Stop and Think’ portions

Unit 5:5.3 Pages 239-248 of the prescribed text

FURTHER READING [to be considered for internal assessment only]

- i) Literary Theory and Criticism: An Oxford Introduction- Patricia Waugh,
- ii) A History of Literary Criticism and Theory from Plato to the Present -M.A.R. Habib,
- iii) A Glossary of Literary Terms - M. H. Abrams ,7th Ed. Heinle & Heinle, 1999.
- iv)The Penguin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.
- v) Literary /Cultural Theory Books by Orient Black Swa

BEN-DSE1B: ENGLISH LANGUAGE TEACHING

Subject: ENGLISH LANGUAGE TEACHING

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 75

COURSE OBJECTIVES:

This course aims to introduce essential theories and practices of English Language Teaching to teach second language learners and provide the fundamental knowledge and skills to pursue teaching as a career.

SYLLABUS

Unit 1: Introduction to ELT and Second Language Acquisition

- 1.1 History of English Education under the British rule.
- 1.2 Education in Independent India (1947-present)
- 1.3 Introduction to different Approaches and Methods in Language Teaching
- 1.4 Definition and scope of Second Language Acquisition
- 1.5 Child Language Acquisition, Factors related to SLA, Implications for Teaching –Learning L2

Unit 2: Teaching –Learning English Language

- 2.1 Aural - Oral/ Speaking Skills – Chomskian Perspective and Sociology of Communication
- 2.2 Theories of Reading Skills and Techniques of Reading Skills Development
- 2.3 Reflective Skills: Study Skills, Reference Skills, Thinking as a skill
- 2.4 Writing Skills
- 2.5 Lesson Plan and Materials production

Unit 3: Teaching –Learning English Literature

- 3.1 Teaching Poetry
- 3.2 Teaching Prose
- 3.3 Teaching Drama
- 3.4 Teaching Fiction

Unit 4: Testing and Evaluation

- 4.1 Introduction and Features of Language Testing
- 4.2 Test Types and Test Design
- 4.3 Review of the existing patterns of Testing
- 4.4 Modification and Innovation in Testing and Question Framing
- 4.5: Evaluation and Marking Criteria

Unit 5: ICT Tools for English Language Teaching (For Internship)

- 5.1 Authenticity of Internet resources
- 5.2 E- Creation Tools – Puzzlemaker, Spiderscribe, Diigo –personal digital library

5.3 Mobile apps and games – Enguru, Cuddy Cross

5.4 Online teaching - learning Platforms – Edmodo, Google Classroom

5.5 LSRW tools – audio/ video podcasts, you tube Channels, Blogs, Boards, Penzu, e-books

(Note: Unit 5 is not to be included for testing in the End Semester external examination)

COURSE OUTCOMES:

After doing the course, students will

become familiar with ELT theories on second language acquisition

understand the factors governing language acquisition

acquire knowledge about the history of ELT in India

become acquainted to teaching – learning language skills

learn how to teach English literary genres

acquire classroom experience in teaching language and literature

be able to analyse the issues in language testing and evaluation

Prescribed Texts

Unit 1 Krishnaswamy, N and Lalitha Krishnaswamy, The Story of English in India. Foundation Books Pvt.Ltd., 2006.

1.1& 1.2 (Chapter 1)

Richards, Jack C. And Theodore S.Rogers. Approaches and Methods in Language Teaching, 1986.3rd edition. CUP, 2019

1.3 (Chapter 1)

Gass, Susan M. and Larry Selinker. Second Language Acquisition, Routledge Publishers, 2002

1.4- (1-6)

1.5-(20-34&123-129)

Unit 2 Methods of Language Teaching. Block II, CIEFL 2.1- (38-47)

Tickoo M.L., Teaching and Learning English : a Sourcebook for Teachers and Teacher – Trainers. Orient Longman Pvt. Ltd. 2004.

2.2 (Chapter 3&4)

Penny Ur. A Course in Language Teaching: Practice and Theory. CUP, 2005.

2.3 (319-320)

Widdowson, H.G, Teaching English as Communication, OUP, 2004.

Harmer, Jeremy. Teach Writing. Longman, 2004.

2.4 (Chapter5)

Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching, John wiley & Sons, 2017.

2.5 (Chapter 3)

Unit 3 Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Trainers, CUP, 2013

3.1 (94-109)

3.2 (Ch. 5)

3.3 (Ch. 7)

Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching, , John wiley & Sons, 2017.

3.5 (Chapter 4)

Unit 4 Saraswathi, V. English Language Teaching: Principles and Practice Chapter 9 and 10

Unit 5 Nunan, David. Practical English Language Teaching, McGraw Hill, 2003.

Warschauer, Mark, et al., Internet for English Teaching, United States
Dept. of States, 2003.
Section 1 (23-87)

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Bormann, E G and Bormann Nancy C. 1981. Speech Communication, A Basic Approach. Harper and Row Publishers.
- Brumfit, C J and Carrer, R A. eds. 1986. Literature and Language Teaching. OUP.
- Cairey T H. 1990. Teaching Reading Comprehension. OUP.
- Carrer R and Long M. 1991. Teaching Literature. Longman.
- Cook V. 2008. Second Language Learning and Language Teaching. 4th Edition. OUP.
- Corder S P. 1981. Error Analysis and Interlanguage. OUP.
- Doff A. 1997. Teach English , A Training Course for Teachers. CUP.
- Edward Arnold. Nuttal C. 1996. Teaching Reading. Skills in a Foreign Language. Oxford.
- Ellis R. 1986. Understanding Second Language Acquisition. OUP.
- George Allen and Unwin. McDonough J and Shaw C. 1993. Methods and Materials in ELT. Oxford. Blackwell.
- Greenbaum S. 1988. Good English and the Grammarian. Longman.
- Grellet F. 1981. Developing Reading Skills. CUP.
- H G Widdowson on Literature and ELT. ELT Journal 37, 1.
- Hedge T. 1988. Writing. OUP.
- Jolly D. 1984. Writing Tasks: An Authentic Task Approach to Individual Writing Needs. CUP, 2013.
- Lazar, Gillian. 2009. Literature and Language Teaching – A Guide for Teachers and Trainers. CUP, 2013
- Lynch, Tony. 2004. Study Listening: A Course in Listening to Lectures and Note taking. 2nd Edition. CUP.
- Nunan, David. Practical English Language Teaching, McGraw Hill, 2003.
- Prabhu N S. 1987. Second Language Pedagogy. OUP.
- Richards J and Rodgers S T. 1987. Approaches and Methods in Language Teaching. CUP.
- Rivers W. 2002. Teaching

English as a Foreign Language (Developing Reading Skills).U of Chicago P.

Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching, John Wiley & Sons, 2017.

Ur P. 2010.A Course in Language Teaching.Practice and Theory. CUP.

Ur P.1984.Teaching Listening Comprehension. CUP.

Warschauer, Mark, et al., Internet for English Teaching, United States Dept. of States, 2003.

White R. 1987. Writing (Intermediate, Advanced), OUP.

Woodward T. 2012. Planning Lessons and Courses,CUP.

<https://webwhiteboard.com/>

<https://penzu.com>

<https://www.wikispaces.com/content/classroom>

<https://www.blogger.com/>

VALUE EDUCATION

Subject: VALUE EDUCATION

Subject Code:

Class: III B A ENGLISH

Semester: ODD (V)

Hours:

COURSE OBJECTIVES:

Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures.

Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People

should be treated with respect and dignity”. Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

SYLLABUS

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love,

empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam’s ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living.

The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry –Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

COURSE OUTCOMES :

- Students will gain deeper understanding about the purpose of their life. Students will understand and start applying the essential steps to become good leaders.
- Students will emerge as responsible citizens with clear conviction to practice values and ethics in life.
- Students will become value based professionals.

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

ASSESSMENT PATTERN

CORE PAPERS, ELECTIVE PAPERS AND VALUE EDUCATION

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination

FORMATIVE ASSESSMENT PATTERN

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions. Attendance: 5 MARKS

Total: 25 MARKS

III B.A. ENGLISH LITERATURE SEMESTER: VI

CORE PAPER - BEN-DSC13: POSTCOLONIAL LITERATURES IN ENGLISH

CORE PAPER -BEN-DSC14: CONTEMPORARY LITERATURE

CORE PAPER -BEN-DSC15: INDIAN LITERATURES IN ENGLISH

ELECTIVE PAPER- BEN-DSE2B: WOMEN'S WRITING

ELECTIVE PAPER- BEN-DSE3C: FILM AND LITERATURE

BEN-DSC13: POSTCOLONIAL LITERATURES IN ENGLISH

Subject: POSTCOLONIAL LITERATURES IN ENGLISH

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

COURSE OBJECTIVES:

- To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.
- To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.

SYLLABUS

UNIT 1: Africa

1.1 Prose:

Decolonising the Mind: The Politics of Language in African Literature - NgugiwaThiong'o

1.2 Poetry: i) "An African Elegy" - Ben Okri

ii) "An Africa Thunderstorm" - David Rubadiri

1.3 Drama: The Lion and the Jewel - Wole Soyinka

1.4 Fiction: Things Fall Apart - Chinua Achebe

UNIT 2: Australia

2.1 Myths and Legends: "The Aboriginal Song Cycle" The Djanggawul Song Cycle"

2.2 Poetry: i) "Australia" A.D.Hope

- ii) “A Song of Hope” Oodgeroo (Kath Walker)
 - iii) “Waltzing Mathilda” Banjo Patterson
 - iv) “For New England” Judith Wright
- 2.3 Short Story: i) “Drover’s Wife” Henry Lawson
- ii) “One Sunday in February 1942” Thomas Keneally

UNIT 3: Canada

- 3.1 Prose: Godzilla vs. Post-colonial Thomas King
- 3.2 Poetry: i) “First Neighbours” P K Page
- ii) “Indian Reservation: Caughnawaga” A M Klein
- 3.3 Short Story: i) “Face” Alice Munro
- ii) “The Hostelry of Mr. Smith” Stephen Leacock
(Sunshine Sketches of a Little Town)

UNIT 4: New Zealand, and South Pacific

- 4.1 Poetry: i) “House and Land” Allen Curnow
- ii) “Stepping Stones” Albert Wendt
- 4.2 Short Story: i) “The Garden Party” Katherine Mansfield
- ii) “From South Pacific” Bill Manhire

UNIT 5: Carribean

- 5.1 Poetry: “Ruins of a Great House” Derek Walcott
(Arnold Anthology: Pages 498-499)
- 5.2 Short Story: “The Day They Burned the Books” Jean Rhys
(Arnold Anthology: Pages 457-461)

COURSE OUTCOMES:

On completing the course, the students will be able to:

- Define the problems and consequences of colonization
- Identify key authors, and literary forms in postcolonial literature

- Understand how ancestry, race, class, gender, history, and identity are presented in the literary texts
- Examine the use of English language by the colonized to express their experiences and the emergence of ‘Englishes’
- Think critically about the contexts of exploration and colonialism in relation to postcolonial societies

Prescribed Text

Arnold Anthology of Post- Colonial Literatures by Arnold Thieme. OUP 1996

Unit 1:1.1 pages 79-83

Unit 4:4.1 Pages 603-604

Unit 4:4.2&4.3 Pages 588-598 and 669-675

Unit 5: 5.1&5.2 pages:498-499 and 457-461

FURTHER READING (to be considered for internal assessment only)

Other authors whose works may be studied are:

Ama Ata Aidoo

Nadine Gordimer

Kate Grenville

Patrick White

Margaret Atwood

James Reaney

Wilson Harris

Kamau Brathwaite

R.K.Narayan

Anita Desai

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Ashcroft, Bill Ashcroft et al, eds. The Empire Writes Back, London and New York: Routledge, 2006. Print.

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. Key Concepts in Post-Colonial Studies, London and New

York: Routledge, 1998. Print.

King, Bruce, ed. The New National and Postcolonial Literatures: An Introduction, Oxford: Clarendon, 1996.

Killam, G. D. The Novels of Chinua Achebe. Studies in African Literature Series, London: Heinemann, 1978. P

Sarkar Parama ,Postcolonial Literatures, Orient Black Swan,2016

What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?

https://www.youtube.com/watch?v=_AWWbFM9jNM

BEN-DSC14: CONTEMPORARY LITERATURE

Subject: CONTEMPORARY LITERATURE

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

COURSE OBJECTIVES:

To introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after.

SYLLABUS

UNIT 1: Poetry

1.1 “Blackberry Picking” -Seamus Heaney

1.2 “Talking to Myself” -KishwarNaheed

1.3 ““Latin Women Pray” - Judith Ortiz (Cofer)

1.4 “Home” -Arundhati Subramaniam

1.5 “Words for Father” -Shirley Lim

1.6 “A Dog has Died” -Pablo Neruda

1.7 “A Great Number” -Wislawa Szymborska

1.8 “I Know Why the Caged Bird Sings” -Maya Angelou

UNIT 2:Prose

2.1 “The Joys and Dangers of Exploring

Africa on the Back of an Elephant” - Paul Theroux

2.2 “That Crafty Feeling”

(from Changing My Mind: Occasional Essays) - Zadie Smith

2.3 “Mother Tongue” - Amy Tan

2.4 “Freedom From the Known”- Chapter 6 - J. Krishnamurti

(Lines Beginning- Fear, Pleasure, Sorrow, thought and Violence are all interconnected... upto..

When the house is on fire, do you argue about the colour of the hair of the man who brings the water?)

UNIT 3: Graphic Fiction

3.1 Persepolis: The Story of a Childhood and The Story of a Return – Marjane Satrapi

UNIT 4: Short Story

4.1 “At the Auction of the Ruby Slippers” -Salman Rushdie

4.2 “Birth Day Girl” -Haruki Murakami

4.3 “Distant Relations” -Orhan Pamuk

4.4 “The Handsomest Drowned Man in the World” - Gabriel García Márquez

UNIT 5: Fiction

5.1 The Night - Elie Wiesel

COURSE OUTCOMES:

At the end of the course the students will be able to:

- Examine the representation of contemporary trends, thematic concerns and innovations in genres

- Identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II
- Categorize major streams of thought, literary styles and issues that dominate the world
- Analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.

Prescribed Texts/ Web Sources:

<https://www.poemhunter.com/poem/a-dog-has-died/>

<https://www.poemhunter.com/poem/talking-to-myself-23/>

<https://sites.google.com/site/soyinkawolepoetry/home/dedication-for-moremi-1963>

1.3 <http://travis-brackenpoetryproject.blogspot.com/2012/05/latin-women-pray-by-judith-ortiz-cofer.html>

2.1 <https://www.smithsonianmag.com/travel/the-joys-and-dangers-of-exploring-africa-on-the-back-of-an-elephant-558778/>

2.2 <https://www.theguardian.com/books/2009/nov/15/changing-my-mind-zadie-smith-review>

<https://www.goodreads.com/book/show/6425404-changing-my-mind>

2.3 <http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf>

2.4 <http://jiddu-krishnamurti.net/en/freedom-from-the-known/1968-00-00-jiddu-krishnamurti-freedom-from-the-known- chapter-6>

3.1 *Persepolis: The Story of a Childhood and The Story of a Return* by Marjane Satrapi. Vintage 2008.

4.1 <https://documents.in/document/at-the-auction-of-the-ruby-slippers-salman-rushdie.html>

4.2 https://kupdf.net/download/haruki-murakami-birthday-girl_59d622dc08bbc53b7d686ec5_pdf

4.3

<http://www.portifex.com/ReadingMatter/New%20Yorker%20Story/2009/PamukDistantRelations.htm>

4.4

<https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/423/MarquezHandsomestDrownedMan.htm>

FURTHER READING (to be considered for internal assessment only)

Midnight's Children by Salman Rushdie

The God of Small Things by Arundhati Roy

One Hundred Years of Solitude by Gabriel García Márquez

Never Let Me Go by Kazuo Ishiguro

Maus' by Art Spiegelman

The Name of the Rose' by Umberto Eco

White Teeth' by Zadie Smith

Norwegian Wood' by Haruki Murakami

Interpreter of Maladies' by Jhumpa Lahiri

Ice-Candy Man by Bapsi Sidhwa

Homegoing' by Yaa Gyasi

The Kite Runner by Khaled Hosseini

http://famouspoetsandpoems.com/poets_contemporary.html

<https://www.bloomsbury.com/us/series/contemporary-dramatists/>

BEN-DSC15: INDIAN LITERATURES IN ENGLISH

Subject: INDIAN LITERATURES IN ENGLISH

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

COURSE OBJECTIVES:

The aim of the course is to introduce students to the Indian Literary tradition through the study of representative translated texts from diverse parts of India.

SYLLABUS

UNIT-1: Poetry

- 1.1 “Is Poetry always worthy when it's old?” -Kalidasa (Malavikagnimitra)
- 1.2 “What he Said ” - -Ilankiranar Narrinai ,39 (57)
- 1.3 Gitanjali – (34,35,36) - Rabindranath Tagore
- 1.4 Six Rubaiiyats - Mirza Arif (Urdu)
- 1.5 “Creative Process” - Amrita Pritam
- 1.6 “The Buddha” - Daya Pawar
- 1.7 “Hiroshima” - Agyeya
- 1.8 “Desert Landscape” - Agha Shahid Ali

UNIT-2: Prose

- 2.1. “ A Popular Literature for Bengal” -Bankim Chandra Chatterjee from The Picador Book of Modern Indian Literature Amit Chaudhuri
- 2.2. “ Gandhiji as a SchoolMaster” - Mahatma Gandhi from The Story of My Experiments with Truth
- 2.3. “What is Dalit Literature?” - Sharathchanra Mukthibodh (Selection from Poisoned Bread –Arjun Dangle)
- 2.4. “ Introduction to Modern Indian Drama” -G.P.Deshpande {Modern Indian Drama}

UNIT-3 Drama

- 3.1 Tughlaq - Girish Karnad

UNIT 4. Short Story

- 4.1 “Roots” - Ismat Chughtai (Urdu)
- 4.2 “The Shroud” -Munshi Premchand (Hindi)
- 4.3 “Toba Tek Singh” - Sadat Hasan Manto (Urdu)
- 4.4. “The Empty Chest” - Indira Goswami
[Udang Bakacha: Assamese Translation: Prodipta Birgohain]

UNIT-5: Fiction

- 5.1 Chemeen Thakazhi Siva Shankara Pillai
(Translated by Anita Nair)

COURSE OUTCOMES:

By the end of the course, the students will be able to:

- Remember the background of Indian literary tradition and the significance of Indian aesthetics
- Understand the characteristic features of Regional Indian Literature in translation
- Develop a basic perception about the difficulties, possibilities, and challenges in translating a text
- Analyze the regional elements in the prescribed texts
- Evaluate the skills involved in translation of regional Indian literature into English

Prescribed Texts:

- i) Ramanujan, A.K. Trans. Poems of Love and War. New Delhi: OUP, 1985. Rpt.2013
- ii) Mehrotra A.K. , The Oxford India Anthology of Modern Indian Poets , OUP,1993
- iii) Kurien Anna, Texts and Their Worlds ,Foundation Books
- iv) Tagore , Rabindranath, Gitanjali
- v) Dharwadkar Vinay and A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry, OUP.
- vi) Chaudhuri Amit ,Picador Book of Modern Indian Literature. 2001
- vii) Dangle Arjun, Poisoned Bread, Orient Longman, 1992
- viii) Davidar David, A Clutch of Indian Masterpieces, Aleph Books, 2016
- ix) Goswami Indra, The Shadow of Kamakhya Rupa Publications
- x) Chemeen by Thakazhi Siva Shankara Pillai. Translated by Anita Nair. Harper Collins Perennial

FURTHER READING (to be considered for internal assessment only)

“Earthen Pots” - O N V Kurup

“Stares” A.Jayaprabha

“Draupadi” -Mahaswetha Devi

“A Kitchen in the Corner of the House” -Ambai

Karukku - Bama

Rabindranath Tagore’s Plays and novels

Vijay Tendulkar’s Plays

Joothan: An Untouchable's Life - Omprakash Valmiki, Columbia University Press

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Indian Literary Criticism: Theory and Interpretation – GN Devy

Modern Indian Literature: an Anthology ed by K.M.George

A History of Indian Literature:1800-1910-Western Impact and Indian Response –Sisir Kumar Das

<http://www.cse.iitk.ac.in/users/amit/books/brough-1977-poems-from-sanskrit.html>

<http://www.poetrynook.com/poem/what-she-said-7>

<https://sangampoemsinEnglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>

Theory of Nine Rasas: <https://www.youtube.com/watch?v=HBx0BH77L3E>

Indian Literature: <https://www.youtube.com/watch?v=wJbaww4UxIw>

Elective BEN-DSE2B: WOMEN’S WRITING

Subject: WOMEN’S WRITING

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

COURSE OBJECTIVES:

This course intends to acquaint the students to the body of literature written by women as a discrete academic discipline and become aware of women's voices and perspectives and their integral role in human experiences

SYLLABUS

Unit 1: Poetry

- 1.1 “A Fairy Tale” – Amy Lowell
- 1.2 “Eve to her Daughters” - Judith Wright
- 1.3 “Snapshots of a Daughter-in-Law” - Adrienne Rich
- 1.4 “Tribute to Papa” – Mamta Kalia
- 1.5 “Women’s Work” - Julia Alvarez
- 1.6 “Phenomenal Woman” – Maya Angelou
- 1.7 “Purdah” - Imtiaz Dharker
- 1.8 “ Kongu isn’t a rag that stands
guard over my head” – Jhoopaka Subadra
(From, Kaitunakala dan Dem.)

Unit 2: Prose

- 2.1 “Professions for Women” – Virginia Woolf
- 2.2 “Links in the Chain” – Mahadevi Varma
- 2.3 “The Spectacle is Vulnerable : Miss World, 1970” - Laura Mulvey
[Chapter 1 from Visual and Other Pleasures]
- 2.4 Excerpts from We Should All Be Feminists - Chimamanda Ngozi Adichie
 - Pages 26-34 :Problematic bringing up of boys and girls
 - Pages 38-46 :Unlearning of preconceived notions, why problem of gender is
always overlooked

Unit 3: Short Story

- 3.1 “The Yellow Wallpaper” - Charlotte Perkins Gilman
- 3.2 “Boys and Girls” – Alice Munro
- 3.3 “Admission of Guilt” – Lalithambika Antharjanam
- 3.4 “Yellow Woman” – Leslie Marmon Silko

Unit 4: Drama

4.1 Thus spake Shoorpanaka, so said Shakuni - Polie Sengupta

Unit 5: Fiction

5.1 Fasting, Feasting - Anita Desai

COURSE OUTCOMES:

After completing this course, the students will be able to

- Understand the impact of patriarchy on women and become sensitized to the need for gender equality
- Distinguish women's writing as one shaped by their gender experiences
- Identify genres and narrative strategies employed by different women writers and the language used
- Gain an understanding from the themes of suppression, oppression and marginalization expressed by women writers across the world and gauge its effect in changing the social construct
- Analyse literary texts through the perspective of gender.

Prescribed Texts/ Web Sources

1.1 <https://www.poemhunter.com/poem/a-fairy-tale/>

1.2,3,6 <https://genius.com/> , <https://www.poemhunter.com/>

1.4 Living and Feeling: An Anthology of Indian Women's Writing in English . Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)

1.5 <https://www.teenink.com/nonfiction/academic/article/401916/Womans-Work-by-Julia-Alvarez/>

1.7 <https://www.poetryinternational.org/pi/poem/2823/auto/0/0/Imtiaz-Dharker/PURDAH-1/en/tile>

1.8 <http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupaka-subhadra.pdf>

2.1 "Professions for Women." Feminist Literary Theory: A Reader - Mary Eagleton (1996)

<http://gutenberg.net.au/ebooks12/1203811h.html#ch-28> &

<http://www.wheelersburg.net/Downloads/Woolf.pdf>

2.2 “Links in the Chain” – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)

2.3 Visual and Other Pleasures by Laura Mulvey Palgrave Macmillan, 2009.

https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable+:+Miss+World+-+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOhhn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-Y_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false

[+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOhhn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-](https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable+:+Miss+World+-+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOhhn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-Y_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false)

[Y_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false](https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable+:+Miss+World+-+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOhhn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-Y_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false)

2.4 We Should All be Feminists – Chimamanda Ngozi Adichie .Harper Collins,2014.

3.1

<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The>

-

[Yellow-Wall-Paper.pdf](https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The)

3.2 http://www.giuliotortello.it/shortstories/boys_and_girls.pdf

3.3 Indian Short Stories, 1900-2000 by E.V. Ramakrishnan, Sahitya Akademi, India 2005.

[https://books.google.co.in/books?id=kLn11KD4ea0C&pg=PA89&dq=%E2%80%9CA%20Admission+of+Guilt%E2%80%9D%E2%80%93Lalithambika+Antharjanam&hl=en&sa=X&ved=0ahUKEwjyWLyfgtnoAhWazjgGHeHMD70Q6AEIKDAA#v=onepage&q=%E2%80%9CA%20Admission%20of%20Guilt%E2%80%9D%E2%80%93Lalithambika%20Antharjanam&f=false](https://books.google.co.in/books?id=kLn11KD4ea0C&pg=PA89&dq=%E2%80%9CA%20Admission%20of%20Guilt%E2%80%9D%E2%80%93Lalithambika+Antharjanam&hl=en&sa=X&ved=0ahUKEwjyWLyfgtnoAhWazjgGHeHMD70Q6AEIKDAA#v=onepage&q=%E2%80%9CA%20Admission%20of%20Guilt%E2%80%9D%E2%80%93Lalithambika%20Antharjanam&f=false)

3.4 https://www.sas.upenn.edu/~cavitch/pdf-library/Silko_YellowWoman.pdf

4.1 Women Centre Stage: The Dramatist and the Play. Routledge Publication.2010.

5.1 Fasting, Feasting by Anita Desai, Random House, 2000.

<https://epdf.pub/fasting-feastingd24622a1d2cf175651260840622ff24f90295.html>

Women’s Writing. Edited by Saji K S and Jisha Elezaba (2019)

FURTHER READING (to be considered for internal assessment tasks only)

A Vindication of the Rights of Woman by Mary Wollstonecraft

On Subjection of Women by John Stuart Mill

Sojourner Truth

Poems of Sylvia Plath, Kamala Dass

Works of Shashi Deshpande, Arundathi Roy, Chitra Devkaruni Banerjee

Works of Toni Morrison, Alice Walker

Works of Kate Millet, Kate Chopin

Works of Margaret Atwood

Works of Mahasweta Devi

Malala Yousafzai's memoir I am Malala

Persepolis by Marjane Satrapi

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009

Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge Publishers, 1990.

Gilbert, Sandra M, and Susan Gubar, The Mad Woman in the Attic. Yale UP. 1997.

Hooks, Bell. Understanding Patriarchy. Louisville Anarchist Federation. 2010

: <https://www.youtube.com/watch?v=JjoNxF9UGzg>

Kirsznar, Laurie and Stephen Mandell. The Pocket Holt Handbook . Harcourt Brace College Publishers, 1999.

Millett, Kate. Sexual Politics. U of Illinois P, 2000.

Rooney, Ellen. The Cambridge Companion to Feminist Literary Theory. Cambridge UP, 2006.

Sage, Lorna. Cambridge Guide to Women's Writing in English, edited by Germaine Greer and Elaine Showalter, Cambridge UP, 1999.

<http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>

Tharu, Susie and K. Lalita , editors. "Introduction", Women Writing in India: 600 B.C. to the Present. vol.I, NY, Feminist P, 1991.

Walters, Margaret. Feminism: A Very Short Introduction. Oxford UP, 2005.

Elective BEN-DSE3C: FILM AND LITERATURE

Subject: FILM AND LITERATURE

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

COURSE OBJECTIVES:

The aim of the course is to introduce students to the basics of films, their kinds and related terms and concepts. aspects of films that are adaptations of works of written literature examine, analyze, interpret and review films acquire basic skills to pursue a career in film journalism

SYLLABUS

Unit 1

1.1 What is Cinema?

1.2 Genres and Sub Genres

-Avant -Garde, Documentary, Film Noir

1.3 Mainstream and Parallel Cinema

1.4 Adaptation [Novel, Play, Short Story] based on "A Theory of Adaptation"

by Linda Hutcheon- Chapter1 - "Beginning to theorize adaptation"

1.5 Auteur Theory

Unit 2

2.1 Film Narrative: Title - Story - Plot - Script- Narration (Restricted and omniscient) - duration

- motivation - motif- parallelism - character traits - cause and effects –

exposition - climax - point of view

2.2 Shots, Scenes, Mise en scene, Sequences

2.3 Light, Sound [Diegetic ,Non Diegetic], Costume

2.4 Cinematography , Direction, Acting

2.5 Editing and its types

Unit 3

3.1 Animation

-Film ‘The Jungle Book’ (1967) directed by Wolfgang Reitherman
(Adaptation of Rudyard Kipling’s The Jungle Book)

3.2 Musical

- Film ‘My Fair Lady’ (1964) directed by George Cukor
(Adaptation of G.B.Shaw’s Pygmalion)

Unit 4

4.1 Science Fiction/ Sci-Fi

- Film ‘War of the Worlds’(2005) directed by Steven Spielberg
(Adaptation of H.G. Wells’ War of the Worlds)

4.2 Detective

- Film ‘Murder on the Orient Express’(2017) directed by Kenneth Branagh (Adaptation of Agatha Christie’s Murder on the Orient Express)

Unit 5

5.1 The Influence of Film and Literature (Case Study- Western) in Popular Culture-

- Literary Model, Language, Attire, Entertainment, Art, Sport, Fashion, Music

5.2 Writing a Film Review

-Plot, Genre, Role of actors, Background information, condensed synopsis,
argument/analysis, evaluation, recommendation, opinion

COURSE OUTCOMES:

At the end of the course, the students will be able to:

- Define what is cinema and its genres
- Identify the aspects of translation from text to screen-visual representation
- Demonstrate a knowledge of film narrative and techniques

- Explain the terminologies for analyzing images, sound and costume in narrative film
- Synthesize the themes and issues portrayed in both forms
- Critically review a film

Prescribed Texts/ Web Sources

Unit 1&2

Key Concepts in Cinema Studies by Hayward Susan

Film Studies : The Basics by Amy Villarejo

Oxford Dictionary of Film Studies by Annete Kuhn

A Theory of Adaptation by Linda Hutcheon

www.elementsofcinema.com

<https://scriptmag.com/screenplays/what-is-story-story-types-plot-types-themes-genres>

<https://scriptmag.com/screenplays/what-is-story-story-types-plot-types-themes-genres>

<https://www.careersinfilm.com/types-of-shots-in-film/>

Unit 3

The Jungle Book by Rudyard Kipling - Film available @ <https://www.hotstar.com/in>

Pygmalion by Bernard Shaw – Film available @

<https://ww.0123movies.su/movie/my-fair-lady-1964-online-123movies/>

Unit 4

War of the Worlds by H.G. Wells - Film available @ <https://www.hotstar.com/in>

Murder on the Orient Express by Agatha Christie- Film available @ <https://www.hotstar.com/>
in Unit 5

Film Studies : The Basics by Amy Villarejo

Making Meaning : Inference and Rhetoric in the Interpretation of Cinema by David Bordwell

Film Studies : An Introduction by Warren Bucland

http://www.twyman-whitney.com/film/components_film_reviewing.html

<https://www.theguardian.com/film/2016/oct/21/western-films-hollywood-enduring-genre>

<https://platt.edu/blog/film-society-films-impact-society-popular-culture/>

Films for suggested viewing:

Western - McKenna's Gold

Indian – Satyajit Ray's Pather Panchali &

Danny Boyle's The Slumdog Millionaire

War - James Jones's From Here to Eternity

Nonfiction - Margot Lee Shetterly's Hidden Figures

Historical Romance- Margaret Mitchell's Gone With the Wind

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Basinger, Jeanine. American Cinema: One Hundred Years of Film-making. New York: Rizzoli, 1994.

Brereton, Pat. Hollywood Utopia. Bristol: Intellect Books, 2005.

Constanzo, William V. Great Films and How to Teach Them. Illinois: National Council of Teachers of English, 2004.

Corey, Melinda and George Ochoa. The American Film Institute. New York: Dorling Kindersley Publishing, Inc., 2002.

Dick, Bernard F. Anatomy of Film, 6th Edition. New York: St Martin's, 2010.

Hendler, Jane. Best Sellers and their Film Adaptations in Post-war America. New York: Peter Lang Publishing, Inc., 2001.

Katz, Ephraim. The Film Encyclopaedia, Third Edition. New York: Harper Collins, 1998.

Maeder, Edward. Hollywood and History-Costume Design in Film. Thames and Hudson: L.A. County Museum of Art, 1987.

Nichols, Bill. Movies and Methods: An Anthology, Vol. 1. Calcutta: Seagull Books, 1983.

Sennett, Ted. Great Hollywood Movies. New York: Harry N. Abrams, Inc., 1998.

Whitlock, Cathy et.al. Designs on Films. New York: Harper Collins Publishers, 2010.

The Columbia Companion to American History on Film, New York: Columbia University Press, 2003.

Hayward, Susan, Key Concepts in Cinema Studies

ASSESSMENT PATTERN

CORE PAPERS AND ELECTIVE PAPERS

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination

FORMATIVE ASSESSMENT PATTERN

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS



Signature of HOD



Signature of Principal

ANNA ADARSH COLLEGE FOR WOMEN
POST GRADUATE AND RESEARCH DEPARTMENT OF PUBLIC
ADMINISTRATION

COURSE HANDOUT – M.Phil (PUBLIC ADMINISTRATION)
2022-2023

LIST OF FACULTY:

S.NO	NAME OF THE STAFF	DESIGNATION
1.	Dr.S.Marceline Pushpa	HOD and Associate Professor
2.	Dr.R.Asha	Assistant Professor
3.	Dr.A.Amudha	Assistant Professor
4.	Dr.S.Kavitha,	Assistant Professor

RAH
HOD



R. Hanthi
PRINCIPAL

PRINCIPAL
ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR CHENNAI-600 040

M.PHIL. SCHEME
SEMESTER I THEORY

PART - A

NKA01-PAPER 1 – RESEARCH METHODOLOGY - INTERNATIONAL – 20 MARKS
– EXTERNAL 80 MARKS

NKA02 – PAPER 2 - PERSPECTIVES OF PUBLIC ADMINISTRATION – 20 MARKS
– EXTERNAL 80 MARKS

NKA03 – PAPER 3 – INTERNAL PAPER – 100 MARKS

SEMESTER II

DISSERTATION

PART -A

NKA04 -DISSERTATION- 100 MARKS

PAPER I - RESEARCH METHODOLOGY

SUBJECT CODE: NKA01

LEARNING OBJECTIVES

- Students should understand research design.
- Students can differentiate the difference between quantitative research and qualitative research.
- Students can distinguish a purpose statement, a research question or hypothesis and a research objective.
- Students can identify the suitable statistical tool needed for the study.
- Students can able to write structured research report.

SYLLABUS

UNIT – I

1. Meaning, Objectives and Significance of Social Science Research.
2. Types of Research.
3. Research Approaches.
4. Research Methods and Methodology.

Unit – II

5. Formulation of Research Problem
6. Research Design and Process
7. Hypothesis

Unit - III

8. Data Collection
9. Pilot Study
10. Data Preparation and Data Analysis

Unit – IV

11. Testing of Hypothesis
12. Report Writing

UNIT – V

13. Statistical Application in Social Science Research
14. Role of Computers in Research

COURSE OUTCOME

- Students who successfully complete this course will be able to:
- Explain key research concepts and issues.
- Discuss different methodologies and techniques used in research work.
- Assess the basic function and working of analytical instruments used in research. Propose the required numerical skills necessary to carry out research.
- Read, comprehend, and explain research articles in their academic discipline.

REFERENCE BOOKS:

1. Bhattacharyya D.K., Research Methodology, Excel Books, New Delhi, 2005.
2. Devendra Thakar, Research Methodology in Social Sciences, Deep and Deep Publications Pvt. Ltd., New Delhi, 2003.
3. Dipk Kumar Bhattacharyya, Research Methodology, Excel Books, New Delhi, 2006.
4. Koli L.N., Research Methodology Y.K.Publishers, Agra, 2006.
5. S.Sebastian Periannan, Social Research Methodology – An Introduction, Department of Christian Studies, University of Madras, Chennai,2006.

PAPER-II PERSPECTIVES ON PUBLIC ADMINISTRATION

SUBJECT CODE: NKA02

LEARNING OBJECTIVES

- Understand Public Administration theory and concepts from multiple perspectives;
- Acquaint with India's development experience and changing role of administration;
- Understand the interface of theory and practice in public administration;
- Understand the world of public administration from the public perspective and provide further studies in Public Administration

Unit I

1. Evolution of Public Administration
2. Meaning, Nature and Scope of Public Administration
3. Public Administration and other Social Sciences
4. Approaches to Public Administration

Unit II

5. Principles of Public Administration
6. Theories of Public Administration
7. New Public Administration
8. Public Choice Theory

Unit III

9. Constitutional Framework of Indian Administration
10. Constitutional Authorities
11. Centre-State Relations
12. Generalist Vs Specialist
13. Corruption in Administration

Unit IV

14. Civil Services in India
15. District Administration
16. Local Administration
17. Administration and Judiciary

Unit V

18. Citizen's Charter
19. Mobility between Government and Other Sectors
20. E-Governance
21. Good Governance
22. Globalisation, Liberalisation and Privatisation
23. Role of NGOs in Public Administration
24. Recent trends in Public Administration

COURSE OUTCOME

- Demonstrate knowledge of the core mechanism of Public Administration.
- Ability to demonstrate the core mechanism of public management.
- Ability to understand and apply the decision making, leadership and other professional skill.

REFERENCE BOOKS

1. Dr.Hans Raj, Indian Administration, Surjit Publications, New Delhi, 1994.
2. Jain R.B., Public Administration in India – 21 st Century Challenges for Good Governance, Deep and Deep Publications, New Delhi, 2001.
3. Ramesh K. Arora, Public Administration in India – Tradition, Trends and Transformation, Paragon International Publishers, New Delhi, 2006.
4. Shriram Maheshwari, Administrative Theory – An Introduction, Macmillan India, New Delhi, 2003.
5. Vasu Deva, E-governance in India – A Reality, Commonwealth Publishers, New Delhi, 2005.

PAPER III - HUMAN RESOURCES MANAGEMENT

SUBJECT CODE: NKA03

LEARNING OBJECTIVES

- To enable the students to understand the HR Management and system at various levels in general and in certain specific industries or organizations.
- To help the students focus on and analyse the issues and strategies required to select and develop manpower resources.
- To develop the relevant skills necessary for application in HR related issues.
- To enable the students to integrate the understanding of various HR concepts along with the domain concept in order to take correct business decisions.

SYLLABUS

UNIT - I

1. Meaning, Nature and Importance of Human Resource
2. Management Scope and Objectives of Human Resource
3. Management approaches of Human Resource Management

UNIT- II

4. Meaning and Significance of Human Resource Development
5. Techniques off Human Resource Development
6. Designing and Implementing Human Resource Management
7. Manpower Planning

Unit- III

8. Organisational Design
9. Central Personnel Agency
10. Human resource Department
11. Job Design, job Analysis and Job Evaluation

UNIT- IV

12. Recruitment and Placement
13. Training and Development
14. Promotion
15. Compensation
16. Motivation and Morale
17. Performance Appraisal
18. Maintenance and Retention
19. Retirement

UNIT - V

20. Participative Management
21. Discipline
22. Grievance
23. Stress Management
24. Counselling
25. Career Planning and Development

- 26. Control
- 27. Emerging Trends in Human Resource Management

COURSE OUTCOME

On completion of this course, the students will be able

- To develop and understanding of the concept of Human Resource Management and to understand its relevance in organization.
- To develop necessary skills set for application of various HR issues.
- To analyse the strategic issues and strategies required to select and develop manpower.
- To integrate the knowledge of HR concepts to take correct business decisions.

REFERENCE BOOKS

1. Aswathappa K – Human Resource and Personnel management, Tata McGraw Hill Publishing Co Ltd, New Delhi, 2004.
2. Jain N.C & Saakshi – Personnel Management and Human Resources, A.I.T.B.S Publication, Delhi, 2005.
3. Reeta Mathur – Human Resource and Personnel Management, Wide Vision, Jaipur, 2007.
4. Santhosh Gupta and Sachin Gupta – Human Resource Development _ Concepts and Practices, Deep and Deep Publication, New Delhi, 2005.
5. Subha Rao – Personnel and Human Resource Development, Himalaya Publishing house, Delhi, 2005.

EVALUATION AND ASSESSMENT METHODS, MINIMUM STANDARDS / CREDITS FOR AWARD OF THE DEGREE, ETC.

- The overall minimum credit requirement, including credit for the course work, for the award of M.Phil degree shall not be less than 24 credits.
- Upon satisfactory completion of course work, and obtaining the marks/grade prescribed in sub-clauses 6.7 as the case may be, the M.Phil scholar shall be required to undertake research work and produce a draft dissertation/thesis within a reasonable time, as stipulated by the Institution concerned based on these Regulations.
- Prior to the submission of the dissertation/thesis, the scholar shall make a presentation in the Department before the Research Advisory Committee of the Institution concerned which shall also be open to all faculty members and other research scholars. The feedback and comments obtained from them may be suitably incorporated into the draft dissertation/thesis in consultation with the Research Advisory Committee.
- M. Phil scholars shall present at least one (1) research paper in a conference/seminar before the submission of the dissertation/thesis for adjudication, and produce evidence for the same in the form of presentation certificates and/or reprints.
- The Academic Council (or its equivalent body) of the Institution shall evolve a mechanism using well developed software and gadgets to detect plagiarism and other forms of academic dishonesty. While submitting for evaluation, the dissertation/thesis shall have an undertaking from the research scholar and a certificate from the Research Supervisor attesting to the originality of the work, vouching that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma of the same Institution where the work was carried out, or to any other Institution.
- The **M.Phil dissertation** submitted by a research scholar shall be evaluated by his/her Research Supervisor and at least one external examiner who is not in the employment of the Institution/College. The viva-voce examination, based among other things, on the critiques given in the evaluation report, shall be conducted by both of them together, and shall be open to be attended by Members of the Research Advisory Committee, all faculty members of the Department, other research scholars and other interested experts/ researchers.
- The public viva-voce of the research scholar to defend the dissertation /thesis shall be conducted only if the evaluation report(s) of the external examiner(s) on the dissertation/thesis is/are satisfactory and include a specific recommendation for conducting the viva-voce examination. If the evaluation report of the external examiner in case of M.Phil dissertation is unsatisfactory and does not recommend

viva-voce, the Institution shall send the dissertation/ thesis to another external examiner out of the approved panel of examiners and the viva-voce examination shall be held only if the report of the latest examiner is satisfactory. If the report of the latest examiner is also unsatisfactory, the dissertation/ thesis shall be rejected and the research scholar shall be declared ineligible for the award of the degree.

- The Institutions shall develop appropriate methods so as to complete the entire process of evaluation of M.Phil dissertation / thesis within a period of six months from the date of submission of the dissertation /thesis.

GRADING SYSTEM

The process of evaluation, examination, grading, etc for the M.Phil. programme shall be the same as for Master programme except for the dissertation; However,final semester students of the M.Phil.should be allowed to appear for examinations in any arrear papers in the month of September/October each year.

R.A.M.
HOD



R. Hanthi
PRINCIPAL

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ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR, CHENNAI-600 040

M.PHIL. SCHEME
SEMESTER I THEORY

PART - A

NKA01-PAPER 1 – RESEARCH METHODOLOGY - INTERNATIONAL – 20 MARKS
– EXTERNAL 80 MARKS

NKA02 – PAPER 2 - PERSPECTIVES OF PUBLIC ADMINISTRATION – 20 MARKS
– EXTERNAL 80 MARKS

NKA03 – PAPER 3 – INTERNAL PAPER – 100 MARKS

SEMESTER II

DISSERTATION

PART -A

NKA04 -DISSERTATION- 100 MARKS

**POST GRADUATE AND RESEARCH DEPARTMENT OF
PUBLIC ADMINISTRATION**

I M.A 2022-2023

S.NO	NAME OF THE STAFF	DESIGNATION
1.	Dr.S.Marecline Pushpa	Associate Professor
2.	Dr.R.Asha	Assistant Professor
3.	Dr.A.Amudha	Assistant Professor
4.	Dr.S.Kavitha	Assistant Professor
5.	Ms.G.Hemalatha	Assistant Professor

R. An
HOD



R. Hanthi

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APPENDIX – (i)8(R)
UNIVERSITY OF MADRAS
M.A.PUBLIC ADMINISTRATION
Choice based Credit System (CBCS)
(w.e.f.2022-2023)

1.ABOUT THE PROGRAMME :

M.A.Public Administration is a 2 year PG programme offered with the aim to provide comprehensive knowledge about the connection between the State , Society and Administration.It will develop concepts , theories , process , instruments etc.

2.PROGRAMME'S MISSION AND OBJECTIVES :

Advocating the highest values and ideals of Public Service, Expanding and Exchanging Knowledge about Public Administration, Contributing to the Resolution of Key Issues in Public Administration, Promoting the Education and Professional Development of Public Administrators.

The main objective of Public Administration is to implement the policy as well as to formulate the policy. The contents of the curriculum will help in understanding and analysing the discipline of Public Administration.

MA . PUBLIC ADMINISTRATION PROGRAMME OUTCOMES

PO1	Illustrate the Classical and Modern Theories in the discipline of Public Administration
PO2	Management and Administration of public and private sector
PO3	Demonstrate the integrated knowledge, abilities, and ethics required in administrative ,managerial, and leadership roles.
PO4	Compare the philosophies of government structure and administrative thinkers in India and overseas.
PO5	Realize the importance of economic and ecological concerns and the human aspects of public policy initiatives
PO6	Professional development and management of human resources and chance to hold important Government position
PO7	Issues and events of shaping the public administration in national and regional setting.
PO8	Reflect with critical thinking and analysis in planning and implementation of public policy.

PO9	Improving the socio economic conditions of the state through financial administration.
PO10	Transforms scientific knowledge into effective practices for societal development and growth.

• **CO -(COURSE OBJECTIVES) PO -(PROGRAMME OUTCOMES)**

4. SEMESTER EXAMINATION & VALUATION

- * Evaluation of the candidates shall be through Internal Assessment and External Examination.
- * A PG programme consists of 2 Odd & 2 Even semesters .
- * 3 internal test are conducted and 25 marks is allotted for internal assessment.
- * There shall be one End of Semester examination carrying 75 marks covering the entire syllabus .
- * Valuation of Projects and Viva voce examination :
Periodical presentation : 20 marks
Project : 60 marks Viva voce : 20 marks

5.CREDITS

- # Credits = 1 hour of lecture per week (1 credit = 15 hours of lecture per semester)
- # 3 credits = 45 hours per semester .

6. M.A PUBLIC ADMINISTRATION PROGRAMME CONSISTS OF :

- # Core Courses
- # Elective Courses
- # Self Study Courses
- # Soft Skills
- # Internship

- # Core course - 4 credits
- Elective course - 3 credits
- Internship - 2 credits
- Soft skills - 2 credits

7. COMPONENTS :

- Core Courses minimum $15 \times 4 = 60$ credits (mandatory)
- Electives minimum $7 \times 3 = 21$ credits (mandatory)
- Elective 5 subjects
- Inter Disciplinary 2 subjects
- Self Study Courses maximum 9 credits (not mandatory)
- Soft Skills minimum 8 credits (mandatory)
- Internship minimum 2 credits(mandatory)
- In order to qualify a 2 year M.A programme the student has to acquire 91 credits

Method of Subject Evaluation

Sessional I	Sessional II	End Semester Examination	Total	Grade
25	25	75	100	

S. No.	Course Components	Name of Course	Semester	Inst. Hours	Credits	Exam		Max. Marks	
						HRS	CIA	External	
	Core Paper-1	Administrative Thinkers	I	4	4	3	25	75	
	Core Paper-2	Organization Theory and Management	I	4	4	3	25	75	
	Core Paper-3	Introduction to Political Science	I	4	4	3	25	75	
	Core Paper-4	New Public Management	I	4	4	3	25	75	
	Elective Paper-1	Social Welfare & NGO Management	I	3	3	3	25	75	
	Soft Skills-1	Introduction to Soft Skill	I	2	2				
	Core Paper-5	Public Policy	II	4	4	3	25	75	
	Core Paper-6	Human Resource Management	II	4	4	3	25	75	
	Core Paper-7	Indian Administration	II	4	4	3	25	75	
	Core Paper -8	Public Financial Administration	II	4	4	3	25	75	
	Elective Paper-2	Media and Public Relation	II	3	3	3	25	75	
	Elective -3	Public Administration for Competitive Examinations(Interdisciplinary subject)	II	3	3	3	25	75	
	Internship	-	During Summer	-	2	-	-	-	
	Soft Skills	Communications Skills	II	4	2				
	Core Paper- 9	Environmental Administration in India	II I	4	4	3	25	75	
	Core Paper-10	Research Methodology	II I	4	4	3	25	75	
	Core paper-11	Development Administration	II I	4	4	3	25	75	
	Core Paper-12	Local Government in India	II I	4	4	3	25	75	
	Elective Paper-4	Human Rights	II I	3	3	3	25	75	
	Elective Paper-5	LabourWelfare Admin (Interdisciplinary subject)	II I	3	3	3	25	75	
	Soft Skills	Presentation Skills	II I	2	2				
	Core Paper-13	Administrative law	I V	4	4	3	25	75	
	Core Paper-14	International Organisation& Administration	I V	4	4	3	25	75	
	Core Paper-15	Project	I V	4	4	=	40	60	
	Elective Paper-6	E- Governance	I V	3	3	3	25	75	

	Elective Paper-7	Gender and Governance	I V	3	3	3	25	75
	Soft Skills	Public Speaking	I V	2	2			
Total credits: 91								

Programme:	M.A.Public Administration		
Program code:	PA		
Duration:	2 years		
COURSE CODE	TITLE OF THE COURSE	C/E/S	CREDIT
Ist SEMESTER			
PAC 101	Administrative Thinkers	C	4
PAC 102	Organization Theory and Management	C	4
PAC 103	Introduction to Political Science	C	4
PAC 104	New Public Management	C	4
IIInd SEMESTER			
PAC 105	- Public Policy	C	4
PAC 106	Human Resource Management	C	4
PAC 107	Indian Administration	C	4
PAC 108	Public Financial Administration	C	4
IIIrd SEMESTER			
PAC 109	Environmental Administration in India	C	4
PAC 110	Research Methodology	C	4
PAC 111	Development Administration	C	4
PAC 112	- Local Government in India	C	4

IVth SEMESTER			
PAC 113	Administrative Law	C	4
PAC 114	International Organisation &Org	C	4
PAC 115	Project	C	4

ELECTIVE COURSES				
Course code:	Title of the course	Semester	C/E/S	Credit
PAE 101	SocialWelfare&NGO Management	I	E	3
PAE 102	Media and Public Relations	II	E	3
PAE 103	PublicAdministrationforCompetitive Examinations (Inter disciplinary)	II	E	3
PAE 104	Human Rights	III	E	3
PAE 105	Labour Welfare Administration (Inter disciplinary)	III	E	3
PAE 106	E- Governance	IV	E	3
PAE 107	Gender and Governance	IV	E	3

PROJECT

COURSE CODE	SEMESTER	CREDIT
PAIC 116	IV	4(In lieu of 1 core subject)

SOFT SKILL				
Course code	Title of the course	Semester	C/E/S	Credit
PSSEA	Communications Skills	I	S	2
PSSEC	Presentation Skills	IV	S	

1ST SEMESTER

Core 1 PAC 101- Administrative Thinkers
Core 2 -PAC 102 Organization Theory and Management
Core 3 - PAC 103Introduction to political Science
Core 4 - PAC 104New Public Management
Elective 1PAE 101-Social Welfare and NGO Management.

2ND SEMESTER

Core 5 - PAC 105Public Policy
Core 6 - PAC 106 Human Resource Management
Core 7 - PAC 107 Indian Administration
Core 8 - PAC 108 Public Financial Administration
Elective 2 - PAE 102 Media and Public Relation
Elective 3- PAE103 Public Administration for Competitive Examinations(Inter disciplinary subject)

3RD SEMESTER

Core 9 - PAC 109 Environmental Administration in India
Core 10 - PAC 110 Research Methodology Core 11 -
PAC 111 Development Administration
Core 12 - PAC 112 Local Government in India
Elective 4 -PAE104 Human Rights
Elective 5– PAE105 Labour Welfare Administration(Interdisciplinary subject)

4 TH SEMESTER

Core 13 - PAC 113 Administrative law
Core 14 - PAC 114 International Organisation and Administration
ProjectCore 15PAC 115(Inlieu of 1 core subject)
Elective 6 - PAE106 E- Governance
Elective 7 - PAE107 Gender and Governance

APPENDIX – 8(S)
UNIVERSITY OF MADRAS
M.A.PUBLIC ADMINISTRATION
Choice based Credit System (CBCS)
SYLLABUS
(2022-2023 onwards)

FIRST SEMESTER

Course	Core 1 PAC 101
Title of the Course:	ADMINISTRATIVE THINKERS
Credits:	4
Course Objectives:	The objective of the course is to introduce to the students to understand the approaches of study of public administration, apply the scientific thoughts in organization and demonstrate the thoughts in the society.

Course Outcomes:

- This course aims to equip the students by introducing various administrative thinkers with an idea of providing strong foundation in Public Administration.
- To impart knowledge about various theories of Public Administration.
- Understand thinkers and their concepts from multiple perspectives and their universal applicability of principles.
- Evaluate the contributions of thinkers with respect to Administrative development.
- Analyse the key ideas of Administrative thinkers belonging to various schools of thought.

Unit 2

FW Taylor (Scientific management) – Henry Fayol (Principles of Management) – RensisLikert (Management and Leadership theorists)

Unit 1

Kautilya –Thiruvalluvar (Indian Theorists) – Woodrow Wilson (Politics and Administration Dichotomy)

Unit 3

Luther Gullick and LyndallUrwick (Principles of Organisation and Management) – Elton Mayo (Human Relations theory)

Unit 4

Max Weber (Theory of Bureaucracy) – C.I.Barnard (Theory of Authority) –Herbert A.Simon (Theory of Decision Making)

Unit 5

Fred Riggs (Development theory) – Abraham Maslow (Need-Hierarchy theory) – Douglas McGregor(XY theory)

Expected Outcomes:	
On the successful completion of the course, students will be able to:	
Course Objectives	K1. Identify the administrative thinkers from Woodrow Wilson to McGregor.
Recall (K1) – List, Identify, Enumerate, Define	K2. Outline the contribution of various administrative thinkers starting from Woodrow Wilson to McGregor.
Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries	K3. Interpret the thoughts of the contemporary administrative thinkers.
Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize	K4. Compare and contrast the administrative thinkers and their focus of the contribution.
Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea	K5. Conceive student's own perspective of administrative theories.
Create (K6) – Conceive, Theories, Conceptualize etc.,	

Recommended Readings:

- D. Ravindra Prasad, V.S. Prasad and P .Satyanaryana Administrative Thinkers, Sterling Publishing House, New Delhi, 2015.
- S.R.Maheswari , Administrative thinkers , MacMillan , New Delhi, 2000.
- Dayanadamane and ChandrakanthDevappa, Issues in Indian Administration ,A.K.Publishers , New Delhi, 2014.
- Sapru.R.K , Theories of Administration , Prentice Hall of India , New Delhi, 2006.
- R.N.Singh , Administrative Theories and Management Thoughts , Prentice Hall of India , New Delhi, 2006.

[Follow the same pattern for all courses]

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	S	M
CO 2	S	S	M	S	M	M	M	S	S	S
CO 3	S	S	M	S	M	S	S	M	S	M
CO 4	S	M	S	M	S	S	S	S	M	S
CO 5	S	M	S	S	S	S	M	S	M	S

S-Strong

M-Medium

L-Low

Course	CORE 2 PAC 102
Title of the Course:	ORGANISATION THEORY AND MANAGEMENT
Credits:	4
Course Objectives:	The course explores organisations, management theory and practice and enable them to analyze and understand the environment of the organization. The students will gain and understand the functions and responsibilities of managers. It will also provide them tools and techniques to be used in the performance of the managerial job and help the students to develop cognizance of the importance of management principles.

Course Outcomes:

- Understand the practical and integrative study of organization change & design defines basic activities in different types of function in the organization.
- Understand how each type of technology needs to be matched to a certain kind of organizational structure if an organization is to be effective.
- Understand the change process and the techniques that can be used to help an organization achieve its desired future state.
- Understand the concepts related to Business.
- Demonstrate the roles, skills and functions of management.

Unit 1

Organization and Behaviour- The concept Analysis, Organisational Structure and Design Organizational Culture and Development, Meaning, Nature and Challenges, Organizational: Structure and Design, International Organizational Behaviour.

Unit 2

Management Science: Definition, Nature and Purpose, Need for Management, Function of Managers, The Challengers of Management in 21st Century and Managers New Role Global and Comparative Management.

Unit 3

Management Theory an Approaches: Classical Theory(Fayol), Scientific Management Theory (Taylor), Human Relations Theory, Approaches to Management. Planning, Decision- making, Motivation, Leadership, Communication, Control.

Unit 4

Trade Unionism, Workers' Participation, Conflict Management, Total Quality Management, Strategic Management and Management of Change.

Unit 5

Organization Dynamics – Organisational Change, Meaning, Nature, Cause Organisational Development-Meaning and Interventions.

Course Objectives Recall (K1) – List, Identify, Enumerate, Define Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea Create (K6) – Conceive, Theories, Conceptualize etc.,	K1. Identify the various concepts relating to organization
	K2. Outline the concepts of Management
	K3. Analyze various theories and approaches to Management
	K4. Employ relevant skill necessary for application in Strategic management
	K5. Conceptualize Organization Development

Recommended Readings:

- Robbins Stephen P., Organisation Theory Structure, design and applications, Prentice Hall, New Delhi, 1990.
- Khanna S.S., Organisational Behaviour, S. Chand & Co., New Delhi, 2002.
- Koontz, H, & Weihrich, H Essentials of Management: An International Perspective (8th ed.), Tata McGraw Hills, New Delhi, 2016.
- Ghuman, K & Aswathapa, K, Management concepts and cases (10th ed.), Tata McGraw Hills, New Delhi, 2017.
- Telsan, M.T. Industrial and Business Management, (4th ed.), S. Chand, New Delhi, 2016.
- Robbins, S.), Management, (13th ed.), Pearson Education, New Delhi, 2017.
- Ramaswamy, I. Principles of Business Management, (8th ed.), Himalaya Publishing House, New Delh, 2011.

[Follow the same pattern for all courses]

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	S	M	S	M
CO 3	S	S	S	S	M	M	S	S	S	M
CO 4	S	S	M	S	M	M	M	S	S	S
CO 5	S	M	S	M	S	S	S	S	M	S

S-Strong

M-Medium

L-Low

Course	CORE 3 PAC 103
Title of the Course:	INTRODUCTION TO POLITICAL SCIENCE
Credits:	4
Course Objectives:	<p>The course focuses on understanding of the fundamental principles and theories of politics to include foundations of political community, the structure and process of government, citizenship and forms of political participation, and the public policy process and also to gain an understanding and appreciation of current political issues and concerns and their impact upon the contemporary political environment. To foster an understanding of political methodology and analysis and the ability to construct basic political theories used to explain political and governmental behavior and to develop the ability to research, analyze, and evaluate political data and information and the ability to use information databases. To develop the ability to communicate effectively and clearly in written and oral form. To understand the requirements of effective and virtuous citizenship.</p>

Course Outcomes:

- Introducing the students with the basic concepts in Political Science.
- Imparting knowledge about various approaches to the study of Political Science.
- Enabling the student to have fair idea on the practice of procedure and practice of democracy.
- Familiarizing the student with the concept -sovereignty and its characteristics.

Unit 1 Meaning, Nature and Scope

Political science: Definition, Nature & Scope; Relation of Political Science with other Social Sciences; Traditional approaches to the study of Political Science: Normative, Empirical and Feminist

Unit 2 Nature and Elements of State

State: Definition; Elements; Relation with other organizations; Theories of origin of state (Theory of Divine, Force, and Evolutionary); Sovereignty- definition and characteristics

Unit 3 Law

Law, Rights and Liberty – Definition; Aspects, Characteristics and Types: Source of Law, Law as a Safeguard of liberty; Law and Authority; Law and Morality

Unit 4 Rights

Justice, Rights and Duties, Citizenship, Safeguard

Unit 5 Liberty

Liberty, meaning, nature and Importance of Liberty.

Course Objectives	K1. Lists Definition, Nature & Scope; Relation of Political Science with other Social Sciences; Traditional approaches to the study of Political Science: Normative, Empirical and Feminist
Recall (K1) – List, Identify, Enumerate, Define	
Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries	K2. Explain Definition; Elements; Relation with other organizations; Theories of origin of state (Theory of Divine, Force, and Evolutionary); Sovereignty- definition and characteristics
Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize	
Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea	K3. Outline the Law, Rights and Liberty – Definition; Aspects, Characteristics and Types: Source of Law, Law as a Safeguard of liberty; Law and Authority; Law and Morality
Create (K6) – Conceive, Theories, Conceptualize etc.,	K4. Enumerates Justice, Rights and Duties, Citizenship, Safeguard
	K5. Conceptualizes Liberty, meaning, nature and Importance of Liberty.

Recommended Readings:

- Bhargava, R. (2008) ‘What is Political Theory’, in Bhargava, R and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman
- Glaser, D. (1995) ‘Normative Theory’, in Marsh, D. and Stoker, G. (eds.) Theory and Methods in Political Science. London: Macmillan REFERENCE BOOKS
- O.P.Gauba, (2015) An Introduction to Political Theory, New Delhi: Mayur Publishers.

[Follow the same pattern for all courses]

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	S	M	S	M
CO 3	M	S	M	S	M	M	S	S	S	M
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	S	M	S	S	S	M	S	S	M	S

S-Strong

M-Medium

L-Low

Course	CORE 4- PAC 104
Title of the Course:	NEW PUBLIC MANGEMENT
Credits:	4
Course Objectives:	<p>The objective of this paper is to throw light on new vistas of public administration called Public management and new Public management. This paper focus on the nature, relevance and practice of public management in different countries. It explore and analyze key concepts in public management and</p> <p>to equip students with the skills and concepts to compare public management issues across different countries, to help students to apply theories of public management to analyze public management issues they are interested in.</p>

Course Outcomes:

- Recognise key concepts, theories, principles about public management.
- Identify and critically analyze issues and debates in public management.
- Apply key concepts and theories in public management in local issues and also issues across the world Compare public management practices across different countries.
- Critically present a public management issue efficiently to any audience.

Unit 1

Public Administration – Evolution – The evolution of Public Administration Since 1877 – American Contribution – New Public Administration during 1960 – Values of Public Administration and New Public Administration.

Unit 2

Emergence of Public Management - Later 19th Century early stages of development of public management – Second stage early 20th century – Third stage 1945-1980 – fourth stage 1980 onwards.

Unit 3

New Public Management – Importance of New Public Management – Modernization and Institutional change New Public Management and values.

Unit 4

The problems of New Public Management – the experience of developing countries – International perspectives.

Unit 5

New Public Management and Indian experience – Administrative reform in India – Early attempts the role of Organization and Methods. Administrative Reform Commission Reports – Second Administrative Reform Commission Reports and Contemporary steps.

Course Objectives Recall (K1) – List, Identity, Enumerate, Define Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea Create (K6) – Conceive, Theories, Conceptualize etc.,	K1. Enumerate the new vistas of the public administration called Public Management and New Public Management.
	K2. Outline the developments in the Public Administration Theory in the late 1070s in the developed countries, particularly in English speaking countries.
	K3. Interpret the principles of new Public Management.
	K4. Evaluate the notions such as efficiency, effectiveness in the public sector with a view to reduced public expenditure.
	K5. Conceptualize the issues in bureaucracy accountable to the people.

Recommended Readings:

- Kate MC Langhlin, Stephen P.D Solborne, Ewan Ferlie (ed) New Public Management Current Trends and Future Prospects, Routlege, London, 2002.
- Jan-Erik Lane, New Public Management, Routledge, London, 2000.
- Tony Bvacrd, Elke Loffler, Public Management and Governance, Routledge, London, 2003.
- Ramesh K.Arora, Public Administration in India: Tradition, Trends and Transformation, paragon International Publishers, Jaipur, 2006.
- SubrataK.Mitra, The Puzzle of Indian Governance, Culture, Context and Comparative Theory, Routledge , London,2006.

[Follow the same pattern for all courses]

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	S	M	S	M	M	M	S	S	S
CO 3	S	M	S	S	S	S	M	S	M	S
CO 4	S	S	S	S	M	S	S	S	S	M
CO 5	S	M	S	M	S	S	S	S	M	S

S-Strong

M-Medium

L-Low

Course	ELECTIVE -1- PAE 101
Title of the Course:	SOCIAL WELFARE AND NGO MANAGEMENT
Credits:	3
Course Objectives:	The objective of this paper is to familiarize the students to explore the social, political, and economic structures that currently form the foundation of social welfare programs and services and to describe and critically analyze current social welfare policies, programs, and services. To use and critically compare a variety of frameworks to understand the organisational characteristics of NGOs. Critically analyse and understand the key issues and challenges facing NGOs as development organizations. Selectively apply a range of tools and approaches to the development of NGO structure, systems and strategy.

Course Outcomes:

- Discuss the strengths and limitations of the current social welfare system in terms of providing for the basic needs of all its citizens and residents, especially those who are the most vulnerable.
- Become knowledgeable about contemporary social welfare policies and programs at local, state and federal levels.
- Summarise, interpret and prioritise the important issues in managing people as individuals and as groups.
- Recognise the broad range of resources available to NGOs, evaluate their potential contribution to financial sustainability and identify and interpret the key elements of financial management information.
- Specify and evaluate the main issues in gathering and using information for accountability, learning and managing change.

Unit 1

Social Welfare Administration: Evolution – Concept – Nature - Theoretical approaches to the study of Social Welfare - Social Welfare Policies: Central and State Government since Independence - Social Welfare: National and International perspectives

Unit 2

Social Welfare Administration at Central Level: Constitutional Provisions for Women and Child -Ministry of Welfare – Ministry of Social Justice and Empowerment - Activities of the Ministry – Development — Ministry of Human Resource Development – Department of Women and Child Development - Activities of the department – CSWB - Social Audit Social Welfare Administration at State Level with reference to Tamil Nadu : Administrative Organization and Activities of the Department – Child and Women Welfare

Unit 3

Welfare of the Differently Abled: Magnitude of the problem – National Institute for the Disabled - Welfare of the Drug Addicts: Factors contributing to Drug Addiction and Drug Trafficking - Drug Abuse in India – Welfare Programmes for the Addicts – Public awareness and Prevention education Prisoners Welfare, Juvenile Delinquency

Unit 4

Role of Voluntary Organization in India: CRY, Banyan, SOS - NGOs in Community Development: Different areas of involvement by NGO's – Financial and Administrative Autonomy of NGOs – Need for reforms in NGOs - International Agencies of Social Welfare: World Vision, Amnesty International, International Council for Social Welfare (ICSW)

Unit 5

Concept of Non-Governmental Organizations – Nature - Scope - Importance of Non-Governmental Organizations - Non-Governmental Organizations: Registration, Components of Bye- laws, Structure of NGOs. - Foreign Aid to Voluntary Organizations – FCRA,

Course Objectives Recall (K1) – List, Identify, Enumerate, Define Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea Create (K6) – Conceive, Theories, Conceptualize etc.,	K1. To explain the concepts, theories and approaches related to Social Welfare Administration
	K2. To identify the Constitutional provisions provided for women and child welfare at Central and State level
	K3. To know about the welfare schemes implemented for Differently Abled, Drug Addicts, Prisoners and
	K4. To understand the concept of Non-Governmental Organizations its nature, scope and importance
	K5. To Conceptualise the Financial and Administrative Autonomy of NGOs

Recommended Readings:

- Sachdeva. D.R., Social Welfare Administration in India, Mac Millan, New Delhi, 1998.
- Goel.S.L. &Jain. R.L., Social Welfare Administartion, Sterling Publication, New Delhi,1995.
- Paul Chaudry, Social Welfare Administration, Chand Publication, New Delhi,1998
- Dubey. S.N., Administration in Social Welfare Programme in India, Himalayan Publication, Mumbai,1997.
- Devi Rameshwari&Prakash Ravi, Social Work and Social

Welfare Administration, Mangal Deep Publications, Jaipur, 1998.

- Dr.S.L.Goel, Social Welfare Administration, Deep & Deep Publication Pvt.Ltd., 2016.
- Abraham, Anita ,Formation and Management of NGOs – Non Governmental Organizations, Universal Law Publishing Company, New Delhi, 2011.
- 7. Goyal, V.P., Schemes for NGOs in Development, NGO Formation, Rules, Regulations, Guidelines, Funding, Aids, etc., Mangal Deep Publication, Jaipur, 2005.

[Follow the same pattern for all courses]

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	S	S	S	M	S	M	S	S	M
CO 3	S	M	M	S	S	M	S	S	S	M
CO 4	S	S	M	S	M	S	S	M	S	S
CO 5	S	S	S	S	S	M	S	S	M	S

S-Strong

M-Medium

L-Low

SECOND SEMESTER

Course	Core-5PAC 105
Title of the Course:	PUBLIC POLICY
Credits:	4
Course Objectives:	The objective of the paper is to understand the public policy processes and its application in creating and modifying policies based on the changing dynamics of the society, centered on national development.

Course Outcomes:

1. Helps in understanding fundamental concepts related to public policy such as policy analysis, policy orientation, public policy models.
2. Helps in acquiring necessary competence to undertake policy analysis.
3. Critically examine the policies of the government related to key sectors.
4. Helps in identifying the role of citizens in policy making and policy implementation. Helps in understanding the various policies designed by the government.
5. Helps in acquiring knowledge about the issues in administration and to suggest corrective changes for smooth policy implementation.

Unit 1	Introduction
Nature, Scope, significance of Public Policy - National Character and Culture - Policy Science – Policy Analysis – Policy making – Types of Policy Issues	
Unit 2	Models and Approaches in Public Policy
Rational Model - Optimal Model – Incremental Model – Black Box Model	
Unit 3	Public Policy Making
Policy formulating agencies – Legislature – Bureaucracy – Judiciary - Political Parties - Pressure Groups and Civil Society Organizations	
Unit 4	Public Policies in India
Economic Policy of India – Health Policy of India - Educational Policy of India - Agricultural Policy of India - Environmental policy of India	
Unit 5	Policy Implementation and Evaluation
Policy Implementation and Policy Evaluation – Mechanisms - Accountability and Performance Measurement of Public Programmes - Programme Evaluation Unit of Planning Commission	

Course Objectives	K1. To identify the environments in which policies are formulated, implemented and evaluated.
Recall (K1) – List, Identify, Enumerate, Define	K2. To explain the various stages involved in policy process.
Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries	K3. To interpret public policy as a significant mechanism for the dynamic social system and suggest changes for a futuristic approach.
Apply Knowledge (K3) – Interpret,	

Calculate, Select, Employ, Generalize

Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea

Create (K6) – Conceive, Theories, Conceptualize etc.,

K4. To critically assess the policy issues involved in formulation and implementation of policies.

K5. To evaluate the national programmes/ schemes based on the standard set for policy measurements.

K6. To conceive various approaches of public policy process.

Recommended Readings:

1. Sapru., R.K., Public Policy Formulation, Implementation and Evaluation, Sterling Publishers New Delhi, 2000.
2. Gnanpathy, Public Policy and Policy Analysis in India, Sage Publications, New Delhi, 1985.
3. Rathod, P.B Framework of Public Policy: The Discipline and its Dimensions, Commonwealth, New Delhi, 2005.
4. Dye, Thomas (2002), Understanding Public Policy, Pearson: Singapore/ New Delhi

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	M	S	S	S	M	M	S	M	S
CO 2	M	M	S	M	S	S	M	S	S	M
CO 3	S	S	S	S	S	M	M	S	M	S
CO 4	M	M	M	M	S	S	M	M	M	S
CO 5	M	M	M	M	M	M	S	S	S	S

S-Strong

M-Medium

L-Low

Course	CORE 6 PAC 106
Title of the Course:	HUMAN RESOURCE MANAGEMENT
Credits:	4
Course Objectives:	The objective of the course is to understand the best practices of Human Resource Management primarily to help on enhancing organizational efficiency and to explore managerial skills - technical, human relations, conceptual, design, and business.

Course Outcomes:

1. Effective management and planning of key human resource functions within organizations.
2. Examination of current issues, trends, practices, and processes in HRM.
3. Contribution to employee performance management and organizational effectiveness, problem-solving and human resource planning.
4. Develop employability skills in the workplace.
5. To analyze the strategies required to select and develop human resources.

Unit 1	Introduction
Meaning, Nature, Scope, Significance of Human Resource Management - Objectives and uses of HR Management - Human Resources Development Policy	
Unit 2	Human Resource Development
Role and significance of Human Resource Development, Techniques of Human Resource Development - Design and implementing Human Resource Development - Manpower Planning - Training and Development	
Unit 3	Human Resource Planning
Role of HR department in the Organisation - Job Description - Job Analysis and Evaluation	
Unit 4	Functions of HR Department
Recruitment and Selection – Compensation - Promotion - Career Planning and Development - Motivation and Morale - Performance Appraisal - Retirement	
Unit 5	Employee Management
Job Satisfaction - Grievance Systems - Stress and Counselling - Employee Stress - Employee Counselling - Types of Counselling	
Course Objectives Recall (K1) – List, Identify, Enumerate, Define Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize	K1. To enumerate the basic concepts of Human Resource Management.
	K2. To outline the functions of Human Resource Department.
	K3. To employ the requisite skills for resolving HR related issues.
	K4. To critically assess the role of Human Resource Management in developing manpower resources.
	K5. To review the performance of employees and suggest corrective measures for their improvement.

Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea Create (K6) – Conceive, Theories, Conceptualize etc.,	K6. To conceive strategies for betterment of human resources in organizations and improving organizational efficiency.
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Recommended Readings:

1. Rao, Subha P., and V.S.P. Rao., Personnel / Human Resource Mangement, New Delhi: Konark Publishers Pvt, Ltd., 1995.
2. Chatterjee, Bhasker., Human Resource Management, New Delhi: Sterling Publishers Pvt.Ltd., 1999.
3. Tripathi, P.C., Human Resource Development, New Delhi: Sultan Chand and Sons, 2000.
4. Sinha, V.M. – Public Personnel Administration
5. Human Resource Development Report, UNDP, Oxford University Press.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	S	S	S	M	M	M	M	M
CO 2	M	S	S	M	M	S	M	M	M	M
CO 3	S	S	S	M	M	M	S	S	S	M
CO 4	S	S	M	M	M	S	M	M	S	S
CO 5	M	M	S	M	S	S	M	S	M	S

S-Strong

M-Medium

L-Low

Course I	CORE 7 PAC 107
Title of the Course:	INDIAN ADMINISTRATION
Credits:	4
Course Objectives:	The objective of the course to acquaint with the functioning of Indian administration at the central, state district levels and to identify the emerging issues in Indian Administration in the context of changing role of state, market and civil society.

Course Outcomes:

1. Helps in understanding India's development experience and changing role of administration.
2. Helps in identifying the multi-dimensionality of problems and processes of Indian Administration.
3. Helps to understand the Indian Administration role as the main instrument of State to achieve its developmental goals; and the responses of these systems in addressing the concerns of the people.
4. Helps in understanding the philosophies of government structure of India.
5. Helps to identify the issues in administration and to suggest reforms for better administration.

Unit 1	EVOLUTION OF INDIAN ADMINISTRATION
Pre-colonial, colonial, Post-colonial welfare state - Salient features of Indian constitution - Fundamental Rights - Fundamental Duties - Directive Principles of State Policy	
Unit 2	UNION ADMINISTRATION
President – Cabinet - Prime Minister - Organization of Central Secretariat - Ministries and Departments - All India Services - Planning Commission – NITI Aayog - National Development Council	
Unit 3	CONSTITUTIONAL AUTHORITIES
Finance Commission - Union Public Service Commission - Election Commission – National Commission for SCs and STs - Attorney General of India - Comptroller and Auditor General of India	
Unit 4	STATE AND DISTRICT ADMINISTRATION
Governor - Chief Minister – Cabinet - Organization of State Secretariat – Departments - State Public Service Commission – District Collector	
Unit 5	ISSUES IN INDIAN ADMINISTRATION
Minister-Secretary Relations - Generalists Vs Specialist - Union State Relations – Administrative ethics and Corruption - Impact of Information Technology on Indian Administration - Globalization and Indian Administration - Administrative reforms	
Course Objectives Recall (K1) – List, Identify, Enumerate, Define Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries	K1. To identify the scope of Indian Administration.
	K2. To outline the changing paradigms of Governance in India.
	K3. To interpret the functioning of Government in India.

<p>Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize</p> <p>Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea</p> <p>Create (K6) – Conceive, Theories, Conceptualize etc.,</p>	<p>K4. To compare and contrast the past and current trends of administration.</p> <p>K5. To review the mechanisms of administrative reforms in the light of current trends.</p> <p>K6. To conceive reforms for smooth functioning of Government.</p>
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Recommended Readings:

1. Arora, Ramesh K., and Rajini Goyal, Indian Public Administration- Institutions and Issues: NishwaPrakasahan for New Age International (P) Ltd, New Delhi, 2001.
2. Chaturvedi T.N., Organization of Government of India, Indian Institute of Public Administration, New Delhi 1985.
3. Singh, Hoshair, Indian Administration, Sterling Publication, New Delhi 2000.
4. Arora, Ramesh K and Goyal R India Public Administration, New Age International Pvt Ltd, New Delhi, 2004 (2 edition).
5. Dr.A.Avasthi and A.P.Avasthi, Indian Adminstration, Lakshmi NarainAgarwal Educational Publishers, Edition.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	M	S	S	M	S	M	M	S
CO 2	M	M	M	M	S	M	S	S	M	S
CO 3	S	M	M	S	S	M	S	M	M	S
CO 4	M	M	M	M	M	M	M	M	M	M
CO 5	M	S	M	S	M	S	M	M	M	S

S-Strong M-Medium L-Low

Course I	CORE 8PAC 108
Title of the Course:	PUBLIC FINANCIAL ADMINISTRATION
Credits:	4
Course Objectives:	The objective is to gain knowledge of various aspects of Public Financial Administration and to understand public budgeting, public financial institutions and financial resource mobilization strategies in the Indian context.

Course Outcomes:

1. Helps in understanding the basic concepts of Public Financial Administration.
2. Helps in understanding the role of financial standing committees.
3. Helps in identifying the major issues in public financial administration.
4. Helps in acquiring knowledge on socio-economic conditions through financial administration.
5. Helps in understanding the role of various agencies at the national, state and local levels involved in Public Financial Administration.

Unit 1	Introduction
Nature, Scope and Significance of Public Financial Administration - Budget and its Principles - Modern techniques of Public Financial Administration - Budgetary procedures in UK, USA and India.	
Unit 2	Budgetary Procedure
Aspects of Indian Budgetary System – Preparation of Budget – Enactment of Budget – Execution of Budget - Control over Public Expenditure in India - Finance Ministry	
Unit 3	Parliamentary Standing Committees
Public Accounts Committee - Estimates Committee - Committee on Public Undertakings - Committee on Subordinate Legislation - Departmentally Related Standing Committee	
Unit 4	Accounts and Audit
Meaning of Audit - Audit in India - Comptroller and Auditor General of India - Separation of Accounts from Audit - Performance Auditing	
Unit 5	Role and Process of Public Financial Agencies
Finance Commission of India - Union- State Financial Relations - Resource Mobilization - Tax Administration in India - Public Debt Administration in India - State Finance Commissions - Local Finances in India	

Course Objectives Recall (K1) – List, Identity, Enumerate, Define Understand/Comprehend (K2) – Describe,	K1. To identify the basic concepts related to Public Financial Administration
	K2. To explain the processes involved in budget.
	K3. To interpret the control mechanisms in public expenditure.

<p>Explain, Outline, Briefly Summaries</p> <p>Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize</p> <p>Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea</p> <p>Create (K6) – Conceive, Theories, Conceptualize etc.,</p>	<p>K4. To critically examine the role of Parliamentary Standing Committees involved in ensuring accountability and control of the Government.</p> <p>K5. To review the process of accounting and audit mechanisms of the Government.</p> <p>K6. To conceptualize novel strategies for efficient Public Financial Administration at all levels.</p>
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Recommended Readings:

1. Goel S.L., Public Financial Administration, New Delhi Deep and Deep Publications, 2002.
2. Thavaraj M.J.K., Financial Administration in India, Sultan Chand & Sons, New Delhi, 2000.
3. Mukherjee S.S., Financial Administration in India, Surjeet Publication, New Delhi.
4. Kramer Fred A., ed. Contemporary Approaches to Public Budgeting, Cambridge, Mass: Winthrop, 1979.
5. Datt, Rudranand K.P.M., Sundaram., Indian Economy, New Delhi: S.Chand, 2000.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	S	M	M	M	M	M	S	S
CO 2	M	S	S	S	S	M	M	M	S	M
CO 3	M	S	M	M	M	M	M	S	S	S
CO 4	M	M	M	M	S	M	M	M	S	S
CO 5	M	S	M	M	S	M	M	M	S	M

S-Strong

M-Medium

L-Low

Course I	ELECTIVE -2PAE 102
Title of the Course:	MEDIA AND PUBLIC RELATIONS
Credits:	3
Course Objectives:	The objective is to provide a broad understanding of media and public relations industry and its role in shaping the opinion of the society.

Course Outcomes:

1. Helps in understanding the concept and emerging trends in media and public relations
2. Helps in identifying the ethical and professional issues relevant to media relations
3. Helps in understanding the functions of media and public relations.
4. Helps in gaining a conceptual and practical understanding of the media industry and its association with public relations.
5. Helps in understanding the role and impact of media in social change.

Unit 1	Introduction
Concept of media and public relations – Significance of media and public relations – Types of Media: Conventional (Television, Radio, Newspapers etc.) and Contemporary (Social media, Digital media, Blogs etc)	
Unit 2	Media and Government
Media Laws in India – Media Relations and Management – RTI and its amendments – Media Policies in the International Context	
Unit 3	Media and Public Relations
Role of Media in Social Change – Impacts of Media in society – Campaigns for specific issues (social concerns, human rights, environment, gender equality etc.)	
Unit 4	Practices in Media Management
Writing a media release – Opinion Writing – Media Plan: Research, strategy and planning – Ethics and Professional Issues in media relations	
Unit 5	Issues in Media and Public Relations
Conflicts related to media coverage and representation – Contemporary Issues in Media and Public Relations	

Course Objectives	K1. To enumerate the basic concepts of media and public relations.
Recall (K1) – List, Identify, Enumerate, Define	K2. To describe the process involved in media management.
	K3. To interpret the role of media industry.
Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries	K4. To critically assess the role and functions of media and public relations industry.
Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize	K5. To ideate on effective delivery of news in different forms of media.
Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea	K6. To conceive new strategies for effective management of media and public relations in the changing environment.

Create (K6) – Conceive, Theories, Conceptualize etc.,	
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Recommended Readings:

1. Gordon, A. E. Public Relations. New Delhi: Oxford University Press.
2. Stanton, R. Media Relations. New Delhi: Oxford University Press.
3. Raman, U. Writing for the Media. New Delhi: Oxford University Press.
4. Sachdeva, I. Public Relations. New Delhi: Oxford University Press.
5. Wilcox, D. Public Relations Writing and Media Techniques. New Delhi: Pearson Education.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	M	M	S	S	M	M	M	M	S
CO 2	M	M	M	M	M	M	S	M	M	S
CO 3	M	M	M	S	S	M	M	S	M	S
CO 4	M	M	M	M	M	S	S	S	M	S
CO 5	M	M	M	S	S	M	S	S	M	S

S-Strong M-Medium L-Low

Course I	ELECTIVE -3 PAE 103
Title of the Course:	Public Administration for Competitive Examinations(Inter disciplinary subject)
Credits:	3
Course Objectives:	The objective is to provide a broad understanding of Polity and Governance.

Course Outcomes:

1. Helps in understanding the evolution of the Constituent Assembly
2. Helps in identifying the Features of the Constitution
3. Helps in understanding the Fundamental Rights&Duties .
4. Helps in gaining a conceptual understanding of the governing machinery at the Centre, State & Local level.
5. Helps in understanding the role of Constitutional & Non Constitutional bodies

Unit 1	Introduction
Evolution of the Constituent Assembly- Making of the Constitution-Features of the Constitution	
Unit 2	Fundamental Rights
Features of Fundamental Rights- Importance of Fundamental Rights	
Unit 3	Fundamental Duties & Directive Principles of State Policy
Features- Importance	
Unit 4	Governing Machinery
President-Prime Minister- Council of Ministers-Ministry & Departments-Governor-Chief Minister- Urban & Rural Government	
Unit 5	Constitutional & Non Constitutional bodies
UPSC –Finance Commission-National Commission for SC & STs-Comptroller & Auditor General Of India-Attorney & Advocate General –National Human Rights Commission-Central Vigilance Commission	

Course Objectives Recall (K1) – List, Identify, Enumerate, Define Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize Analyze and Evaluate (K4 and K5) –	K1. To understand the evolution of the Constituent Assembly .
	K2. To identifying the Features of the Constitution
	K3. To in understanding the Fundamental Rights& Duties
	K4. To critically assess the role and functions of the Directive Principles of State Policy
	K5. Togain a conceptual understanding of the governing machinery at the Centre, State & Local level.

Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea

Create (K6) – Conceive, Theories, Conceptualize etc.,

K6. To understand the role of Constitutional & Non Constitutional bodies

Recommended Readings:

1. **Introduction to the Constitution of India – Durga Das Basu**
2. **‘Our Constitution’ by Subhash C. Kashyap , D.S.Book**
3. **Indian Polity & Governance,Nirbhay Sharma ,OakBridge Publishing, Haryana**
4. **Indian Polity for Civil Services Examinations , M. Laxmikanth, McGraw Hill Education (India) Private Limited, Delhi**
5. **Indian Administration, S.R.Maheswari , Orient Black Swan**

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	M	M	S	S	M	M	M	M	S
CO 2	M	M	M	M	M	M	S	M	M	S
CO 3	M	M	M	S	S	M	M	S	M	S
CO 4	M	M	M	M	M	S	S	S	M	S
CO 5	M	M	M	S	S	M	S	S	M	S

S-Strong

M-Medium

L-Low

THIRD SEMESTER

Course	Core 9 PAC 109
Title of the Course	ENVIRONMENT ADMINISTRATION IN INDIA
Credits	4
Course Objectives:	To create environment sensitivity and to make the students responsible both to the national and international legal norms.

Course Outcomes:

To impart the knowledge of environment education.

To inculcate the knowledge of Biodiversity and legislations pertaining to it.

To create awareness about causes and sources of pollution and to know about the environment agencies involved in India.

To make the students analyze about the climate change in the current scenario.

To study about the judicial and media intervention in the protection of environment.

UNIT – I Introduction

Meaning , Nature and Significance of Environment Administration

UNIT – II Conservation

Biodiversity – Types of Biodiversity - Importance of Biodiversity – Reasons for Loss of Biodiversity – National Guidelines - Legislations and other Programmes

UNIT – III Environmental Pollution & Degradation

Types of Pollution & Pollutants – Impact of Pollution & Degradation – Causes/Sources of Pollution&Degradation – National Environment Agencies.

UNIT – IV Environment Impact Assessment

EIA - Indian Guidelines & Legislations – EIA Process – Need and Benefits of EIA – Shortcomings of EIA in India – Measures to Make EIA Effective

UNIT – V Environmental Management

India's Participation in International Conventions –Climate Change in the current scenario - Public Interest Litigation – Stakeholders – Community Participation – Media Intervention.

Course Objectives

Recall(K1)- List, Identify,Enumerate, Define

Understand/Comprehend(K2)- Describe,

Explain, Outline, Briefly Summarize

Apply Knowledge(K3)-Interpret, Calculate,

Select, Employ, Generalize

Analyze and Evaluate(K4 and K5)-Compare and Contrast, Differentiate,Evaluate,Critically Assess

Create(K6)-Conceive,

Theories,Conceptualize etc.

K1.Identify the concepts relating to environment.

K2.Outline the National Guidelines for Biodiversity.

K3.Interpret International convention on Environment and their influence in India

K4.Evaluate the Impact of Pollution and differentiate Pollution and Degradation.

K5. Critically Assess the Environment Impact Assessment.

K6.Conceptualize the context of environment.

Reference Book:

Environment Development – challenges and Opportunities, Jagbir Singh, I.K. International Pvt.Ltd., New Delhi, 2005.

Environment Law and Protection, Dr.AvinashChiranjeev, er.Anil Kumar Jamwal, JnanadaPrakashan, New Delhi,2008.

Ecology and Environment, P.D. Sharma, RastogiPublications,Reprint 2018-2019

Environmental Issues in India- A Reader, Mahesh Rangarajan, Pearson Education India, 2006.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	M	S	M	S	S	M
CO2	M	M	S	M	M	S	M	M	S	S
CO3	M	M	M	M	S	S	S	M	S	S
CO4	S	S	S	S	S	S	M	S	S	S
CO5	M	S	S	M	M	S	M	S	S	S

Course	Core 10 PAC 110
Title of the Course	RESEARCH METHODOLOGY
Credits	4
Course Objectives:	Students can explore knowledge in various fields by conducting research using techniques and tools .

Course Outcomes:

1. To create knowledge about various types of research.
2. To make the students to Write Clear Project Proposal.
3. Students can conduct research with the knowledge of data collection and interpretation.
4. Students can do research with tools like latex.
5. Students will learn ethics in research.

UNIT – I

Introduction to Research Methodology: Meaning of Research, Objectives of Research, types of Research, Research Approaches, Significance of Research, Research and Scientific Methods, Research Process, Criteria of Good Research

Research Problem:Defining the Research Problem: Concept and need, Identification of Research problem, defining and delimiting Research problem

UNIT – II

Research Questions and Hypothesis: Variables and their linkages, characteristics of good Hypothesis. Research question and formulation of hypotheses- types of hypotheses, Basis for hypotheses.

Research Design: Concept and Importance in Research, Features of a good research design, Exploratory ResearchDesign - concept, types and uses, Descriptive Research Designs - concept, types and uses, Experimental Design, Concept of Independent & Dependent variables.

UNIT –III

Sampling: Probability and Non-Probability sampling- types and criteria for selection. Developing sampling Frames

Measurement: Concept of measurement– what is measured? Problems in measurement in research – Validity and Reliability. Levels of measurement – Nominal, Ordinal, Interval, Ratio.

UNIT –IV

Methods of Data Collection: Sources of data-Use of secondary data-Methods of collecting primary data-Observation-Interviews, Questionnaires and Schedules.

Processing and Analysis of Data: Processing Operations – Types of Analysis-Presentation and Interpretation of DataEditing, Classification and Tabulation-Interpretation

Course Objectives Recall(K1)- List, Identify,Enumerate, Define Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize Apply Knowledge(K3)-Interpret, Calculate,	Identify Research Methods
	Describe about Research Questions and Hypothesis
	Employ various sampling methods in research.

Select, Employ, Generalise
 Analyze and Evaluate(K4 and K5)-Compare
 and Contrast, Differentiate,Evaluate,Critically
 Assess
 Create(K6)-Conceive, Theories,Conceptualize
 etc.

Compare Descriptive and Analytical Research.
Differentiate Questionnaire and Interview
Conceptualize Research Ethics.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	S	S	S	M	M
CO2	S	S	S	S	M	S	S	S	M	M
CO3	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	M	S	S	S	S	M
CO5	S	S	S	M	M	S	S	S	M	S

Course	Core 11 PAC 111
Title of the Course	DEVELOPMENT ADMINISTRATION
Credits	4
Course Objectives:	To create knowledge to know about the current status of India and to develop it more by bringing change in the social, economic and political context.

Course Outcomes:

1. Students can learn about the significance of development.
2. Students can study development in various context like social, economic, political etc..
3. Students will learn about the Impact of Liberalization on development.
4. Ideas imparted on Ecological dimensions of Development Administration to students.
5. Knowledge imparted about international development concept like UN Sustainable development.

UNIT – I : INTRODUCTION

Meaning, nature and scope of Development Administration – Significance of Development Administration- Characteristics – Elements.

UNIT – II: CONTEXT

Types of Development Administration - Political context – Economic Context – Social Context – Changing nature of Development Administration

UNIT – III: CONCEPT OF DEVELOPMENT

Changing profile of development administration - Anti Development Thesis - Bureaucracy and Development – Strong State Versus the market debate – Impact of liberalization on administration in developing countries

UNIT – IV: THEORIES AND MODELS

Riggs model of Development administration – Ecological dimensions of Development Administration – Theories and assumptions of Development Administration.

UNIT – V : SUSTAINABLE DEVELOPMENT

UN Sustainable Development Goals – India and SDG - Human Development – Gender Development – the self help group movement

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BOOKS FOR REFERENCE

1. Paleker, S.A. Development Administration, PHI Learning, New Delhi, 2012
2. Hari Mohan Mathur, Administering Development in Their World Constraints and Choices, New Delhi, Sage Publications in India Pvt Ltd., 1986
3. Chaturvedi, T.N, Development Administration, IIPA, 1984
4. Fred W.Riggs, Frontiers of Development Administration, Durham; Duke University Press, 1970.
5. Prayag Mehta, Bureaucracy, Organizational Behavior and Development, Sage Publications India Pvt.Ltd.,

Course Objectives Recall(K1)- List, Identify,Enumerate, Define Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize Apply Knowledge(K3)-Interpret, Calculate, Select, Employ, Generalise Analyze and Evaluate(K4 and K5)-Compare and Contrast, Differentiate,Evaluate,Critically Assess Create(K6)-Conceive, Theories,Conceptualize etc.	K1. Identify the scope and significance of Development Administration.									
	K2. Understands the context and changing nature of development administration.									
	K3. Employ the role of bureaucracy and interpret the impact of liberalization.									
	K4. Analyses Riggs model of Development Administration and Evaluate the theories of Development Administration									
	K5.Compare UN Sustainable goal with Indian Development Goals									
	K6.Conceptualize Gender Development in India.									

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	M	S
CO2	M	M	S	S	M	S	M	M	S	S
CO3	S	S	S	S	S	S	M	M	S	S
CO4	S	S	S	S	S	S	S	S	M	M
CO5	M	M	S	S	S	S	S	S	S	S

Course	Core 12 PAE 112
Title of the Course	LOCAL GOVERNMENT IN INDIA
Credits	4
Course Objectives:	Students will learn the significance of local government and how it works according to the Constitutional directions.

Course Outcomes:

1. To impart knowledge of decentralization in line with democracy.
2. To create awareness about the involvement of Ministry and various agencies in the administration of local and urban government.
3. To make students to understand constitutional directions in local governance.
4. Students will identify the Control over rural and urban local bodies
5. Students will gain the knowledge towards the accountability of local bodies in implementing schemes and programmes.
6. To study the local government in the context of globalization.

UNIT– I

Local Government: Meaning, Nature and Importance – Historical Developments and Land Marks in the growth of Local Government

Democracy – Types, Basic Principles

Theory of Decentralization - Decentralization, Delegation, Deconcentration and Devolution

- Elements of Decentralization and Democratic Development

- Hurdles for Decentralization and trends of Recentralization

UNIT– II

Committees and Recommendations

Community Development Programmes – Important Committees: Balwant Rai Mehta (1957), Ashok Mehta (1978), G.V.K. Rao (1985), LM Singhvi (1986)

Ministry and Agencies for Rural Development

Ministry of Rural Development in India – Organization, Structure and Functions

State Institute for Rural Development and Panchayati Raj (SIRD)

The District Rural Development Agency (DRDA)

UNIT - III

Rural Local Government - 73rd Amendment Act (1992) - Major Features - 11th Schedule of the Constitution – Significance of Gram Sabha – Resources for Panchayati Raj Institutions (PRI) - Difficulties and Issues in functioning – Suggestions for empowerment of PRIs

UNIT - IV

Urban Local Government – Emerging trends of Urbanization in India, 74th Amendment Act (1992) – Major Features – 12th Schedule of the Constitution - Types of Urban Local Government Institutions (LGI) – Major sources of revenue – Difficulties and Issues in functioning.

UNIT – V

Accountability and Control - Executive Control, Legislative Control and Financial Control - State and Local Government Relations - Human Resource Management at Local level
Issue Areas - Functional and Financial Imbalance - Official and Non-Official Relationship - Reforms Process: Retrospect and Prospect - Local Governments in the context of Globalization

BOOKS FOR REFERENCE

1. Maheswari, Sriram, Local Government in India, LakshmiNarainAgarwal, 2008.
2. Mathew G and Jain L. C (Eds.), Decentralisation and Local Governance, Orient Blackswan, 2005.
3. NirajaGopalJoyal and others, Local Governance in India – Decentralisation and Beyond, Oxford University Press, 2006.
4. Sachdeva, Pradeep, Local Government in India, Pearson Education India, 2011.
5. Amarendra, Poverty, Rural Development and Public Policy (Deep and Deep Publishers, New Delhi)
6. PattanayakRaimann, Local Government Administration Reform (Anmol Publications Ltd. New Delhi)
7. Mathur B.L., Rural Development and Co-operation (RBSA Publishers, Jaipur)

Course Objectives

Recall(K1)- List, Identify,Enumerate, Define

Understand/Comprehend(K2)- Describe, Explain, Outline, Briefly Summarize

Apply Knowledge(K3)-Interpret, Calculate, Select, Employ, Generalise

Analyze and Evaluate(K4 and K5)-Compare and Contrast, Differentiate,Evaluate,Critically Assess

Create(K6)-Conceive, Theories,Conceptualize etc.

1. Identify the role of democracy in developing local government.
2. Outline the role of ministry in bringing up the rural governance.
3. Interpret Constitutional provisions with local government.
4. Evaluate the Accountability of local official in implementing welfare schemes
5. Assess Control methods adopted by the Government to monitor local government
6. Conceptualize local government in the context of globalization.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	m	S	m
CO2	S	S	S	S	S	S	S	S	m	m
CO3	S	S	S	S	S	S	S	m	S	S
CO4	S	S	m	S	S	S	S	S	S	S
CO5	S	S	m	m	S	S	S	m	S	m

Course	Elective4 - PAE104
Title of the Course	HUMAN RIGHTS
Credits	3
Course Objectives	Students come out with the knowledge of human rights issues in India and international conventions working pertaining to it

Course Outcome:

1. To introduce human rights concepts and philosophies among students.
2. Students utilize the human rights theories in projects.
- 3.Helps the students to understand current human rights issue in the country and international instruments protects human rights
4. Students learn the challenges in the protection of human rights.
5. Students acquire the knowledge of Intellectual Property Rights

UNIT I – INTRODUCTION Meaning , Nature, Scope of Human Rights – Categorization of Rights - Theories of Human Rights.
UNIT II – INTERNATIONAL PERSPECTIVE UNO – UDHR – ICCPR – ICCESCR – International Conventions
UNIT III- NATIONAL PERSPECTIVE Indian Constitution – Fundamental Rights - Constitutional Remedies – Directive Principles of State Policy – National Human Rights Commission – State Human Rights Commission – Human Rights Court.
UNIT IV – HUMAN RIGHTS ISSUES IN INDIA Rights of Older Persons – Women’s Rights - Transgender Rights – Children Rights – Prisoners Rights – Refugees Rights – Dalit Rights – Minorities Rights.
UNIT V – HUMAN RIGHTS PROTECTION AND PROMOTION Human Rights and International NGOs- Human Rights and NGOs in India – Intellectual Property Rights – Media and Human Rights – Challenges of Human Rights.

Course Objectives	K1 List out the various categories of rights.
	K2 Outline the international Perspectives of Human Rights
	K3 Interpret Indian Constitution and human rights.
	K4 Compare the human rights in the National and International Perspective.
	K5 Critically assess the issues of human rights in India
	K6Conceptualize the Challenges of human rights

BOOKS FOR REFERENCE

1. Lohit D. Naikar, The Law Relating to Human Rights – Global, Regional and National, PULIANI and PULIANI Publishers. 2004 New Edition.
2. Human rights Tasks, duties and Functions, A.N. Roy, Aavishkar Publishers, Distributors, Jaipur, 2007.
3. Human Rights, N. Jayapalan, Atlantic Publishers & Distributors (P) LTD, New Delhi, 2017.
4. Women and Human Rights, S.K. Pachauri, A.P.H. Publishing Corporation, New Delhi, 2010.
5. Human Rights in India, Dr. Arun Kumar Singh, AAYU Publications, New Delhi, 2016.
6. Human Rights and World Politics, S.K. Verma, Manglam Publications Delhi, 2012.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S
CO3	S	S	M	M	S	S	S	S	M	M
CO4	S	S	S	S	S	S	S	S	S	S
CO5	M	M	S	S	S	S	S	S	M	M

Elective 5 – PAE105 Labour Welfare Administration(Interdisciplinary subject)

Course I	ELECTIVE 5 PAE105 (Interdisciplinary subject)
Title of the Course:	LABOUR WELFARE ADMINISTRATION
Credits:	3
Course Objectives:	The objective of this paper is to familiarize the students to explore the meaning of labour welfare administration and the issues involved in it and also about the welfare programmes implemented in India.

Course Outcomes:

- This course aims to equip the students by introducing Labour Laws.
- To impart knowledge about various issues related to Labour Welfare.
- Students will learn about the structure and governance of International Labour Organization.
- Understand about the importance, objectives and problems of Trade Union
- Understand the brief review of Labour Welfare Programmes in India.

Unit 1	Introduction to Labour Welfare
Definition and Meaning - Nature and Scope - Objectives of Labour Welfare - Difference between labour Welfare and Social work	
Unit 2	: Issues in Labour Welfare
Importance of Labour Welfare - Classification of Labour Problems - Problems of Child Labour- Problems of Female Labour	
Unit 3	International Labour Organization (ILO) and India
Objectives, Structure and Governance of ILO - Achievements of ILO – Conventions, Resolutions - International Labour Standards - ILO and Indian Labour Welfare – Youth Development Policy of HRD	
Unit 4	Trade Union and Labour Welfare
Definition, Meaning and Objectives of Trade Union - Importance and Functions of Trade Union - Role of Trade Union in Labour Welfare - Problems of Trade Union Movement	
Unit 5	Labour Welfare Programmes in India

Brief Review of Labour Welfare Programmes- New Economic Policy after 1991 and Labour Welfare - Labour Welfare Problems of Organized Sector - Labour Welfare Problems of Unorganized Sector

Course Objectives	K1. To explain the meaning, nature, scope and objectives of Labour Welfare Administration
Recall (K1) – List, Identify, Enumerate, Define	K2. To identify the importance of labour welfare and identify the problem of child and female labour,
Understand/Comprehend (K2) – Describe, Explain, Outline, Briefly Summaries	K3. To know about the International Labour Organisation's objectives, structures and governance
Apply Knowledge (K3) – Interpret, Calculate, Select, Employ, Generalize	K4. To understand the meaning, objectives and functions, role and problems of Trade Union
Analyze and Evaluate (K4 and K5) – Compare and Contrast, Differentiate, Evaluate, Critically Assess, Review and Idea	K5. To Conceptualise the Labour WELFARE Programmes in India
Create (K6) – Conceive, Theories, Conceptualize etc.,	

Recommended Readings:

- Kannapon, S.C, (1993), Employment Problems and Urban Labour Markets in Development Economy, Vol-I &II, Macmillan, London
- 2. Papola, T.S and Sharma A.N. 9Eds) (1999), Gender and Employment in India, Vikas Publishing House, New Delhi
- 3. Deshpande L.K and Sandesara J.C (Eds), (1970), Wage Policy and wages determination in India, Bombay University Press, Bombay
- 4. Memoria, C.B. (1966), Labour Problems and Social Welfare in India, KitabMahal, Allahabad
- 5. Punekar, S.D. (1978), Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Publishing House, Bombay

[Follow the same pattern for all courses]

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	S	S	S	M	S	M	S	S	M
CO 3	S	M	M	S	S	M	S	S	S	M
CO 4	S	S	M	S	M	S	S	M	S	S
CO 5	S	S	S	S	S	M	S	S	M	S

S-Strong

M-Medium

L-Low

FOURTH SEMESTER	
Course 1	Core 13 PAC 113
Title of the Course:	ADMINISTRATIVE LAW
Credits:	4
Course Objectives :	This paper focuses on the nature, meaning and significance of the administrative law, development of administrative law. It explains the growth and development of administrative law and rule of law under the Indian Constitution. It also distinguishes between Administrative tribunals and courts and illustrates on the Principles of Natural Justice.

Course Outcomes:

- Developing an understanding of principles of natural justice, rule of law, administrative legislation, adjudication and much more.
- Distinguishing between constitutional law, administrative law and droit administration
- Delineating the concept, merits and demerits of administrative tribunals and especially Central Administrative Tribunal
- Helps to gain an insight on the various types of delegated legislation and the role and functions of the Ombudsman

Unit 1	Administrative Law & Droit Administration
Administrative Law : Nature - Scope - Reasons for the growth and development of Administrative Law - Constitutional Law and Administrative Law. Rule of Law: Meaning - Rule of Law and Administrative Law - Rule of Law under the Indian Constitution. Droit Administration : Meaning and Development - Conseil D'Etat of France. Doctrine of Separation of Powers: Historical Background - Meaning and Importance - Separation Of Powers in U.S.A., U.K., and India.	
Unit 2	Delegated Legislation & Control Over Delegated Legislation
Delegated Legislation: Meaning - Growth of Delegated Legislation, Permissible and Impermissible Delegation - Types of Delegated Legislation: Normal type, Exceptional type, Henry VIII th Clause, Delegated Legislation excluding Judicial Review. Control Over Delegated Legislation .	
Unit 3	Administrative Tribunals and Administrative Adjudication & Principles of Natural Justice
Administrative Tribunals and Administrative Adjudication: Meaning of Administrative Tribunals - Salient features - Distinction between Administrative Tribunals and Courts. Principles of Natural Justice - “Doctrine of Bias” : Meaning and Scope -Types of Bias.	
Unit 4	Ombudsman, Judicial Control over Administrative Action & Constitutional Remedies

Ombudsman: Needs and Importance - Office of Ombudsman - Lokpal and Lokayukta - The Central Vigilance Commission.	
Judicial Control over Administrative Action:- General Principles - Judicial Review in India.	
Constitutional Remedies : Writ of Habeas Corpus -Writ of Mandamus- Writ of Certiorari - Writ of Prohibition - Writ of Quo-Warranto	
Unit 5	Public Interest Litigation, Equitable Remedies & Government in Torts and Contracts
Public Interest Litigation: Meaning of Public Interest Litigation - Growth of Public Interest Litigation - Characteristics of Public Interest Litigation Equitable Remedies: Injunction. - Declaratory Action - Action for Damages Suits against Government in Torts and Contracts: Liability for Torts - Act of State	

Expected Outcomes :	
On the successful completion of the course, students will be able to:	
Expected Outcomes : On the successful completion of the course, students will be able to: Course Objectives Recall(K1) -List,IdentifyEnumerate,Define Understand/Comprehend(K2) -Describe,Explain,Outline, Briefly Summarise Apply Knowledge(K3) - Interpret, Calculate,Select,Employ, Generalise Analyze and Evaluate(K4 and K5) - Compare and Contrast,Differentiate ,Evaluate,Criticallyassess,Review an Idea Create(K6) -Conceive,Theories,Conceptualise etc.	K1. Define the concepts and principles of administrative law
	K2. Explain them understand the working of the administrative institutions within the norms of good governance and accountability
	K3. Interpret the administrative law to complex legal problems and criticize the operation of administrative law from a theoretical perspective through individual work
	K4. Critically assess the working of the administrative of law
	K5. Evaluate the impact and operation of administrative law from policy perspective and identify and explain the government accountability for the exercise of people power

Recommended Readings:

- KailashRai, Administrative Law, Allahabad Law Agency, Faridabad, 2000.
- Kesari U.P.D., Administrative Law, Central Law Publications, Allahabad,2004.
- Kesari U.P.D., Lectures on Administrative Law, Central Law Publications, Allahabad, 1995.
- Massey.I.P., Administrative Law, Eastern Book Company, New Delhi, 2006.
- Durga Das Basu, V. R. Manohar, BhagabatiProsadBanejee, Shakeel Ahmad Khan, Introduction to the Constitution of India, Lexis Nexis, Nagpur, 2008

- William Wade, C. F. Forsyth, Administrative Law, Oxford University Press, United Kingdom, 2014
- K. Takwani, Lectures on Administrative Law, Lexis Nexis, Nagpur, 2016.
- P.Mittal, Principles of Constitutional & Administrative Law, Book Corporation Board, Kolkata, 2017.
- S P Sathe, Administrative Law, Lexis Nexis, Nagpur, 2010

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes(PO) in the 3-point scale of strong, Medium and low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	M	M	S	M
CO 3	S	S	M	S	M	M	S	S	S	M
CO 4	S	S	M	S	M	S	S	M	S	S
CO 5	S	S	S	S	S	M	S	S	M	S

Strong M-Medium L-Low

Course I	Core14 - PAC 114
Title of the Course:	INTERNATIONAL ORGANIZATION AND ADMINISTRATION
Credits:	4
Course Objectives :	This paper deals with theoretical nature and evolution of international organization in general and role of important international organizations such as UN and different regional organizations.

Course Outcomes:

- It enables to Identify the non-state actors and recent global trends and issues
To learn the nature and meaning of the international organizations
- To learn the composition and powers of international organizations.
- To impart education of international view of the politics
- To make students to learn the impact of the international organizations on national life.

Unit 1	
Global governance and Institutions in a changing world-Promises of International Institutions.	
Unit 2	
Theories of International Organisations- Realist Theory-Power based theories-Liberal Institutional Theories- Organisational Theories.	
Unit 3	
Pathologies of International Organisations- Non State actors in Global Governance	
Unit 4	
Global Financial Institutions-IMF,WB,Regional and Multilateral Trade Institutions,WTO	
Unit 5	
International Environmental Institutions-Environmental Regulations	

Expected Outcomes :	
On the successful completion of the course, students will be able to:	
Course Objectives Recall(K1)-List,IdentifyEnumerate,Define	K1. Identify the major International Organisations
	K2. Promote further study of the

Understand/Comprehend(K2) - Describe, Explain, Outline, Briefly Summarise Apply Knowledge(K3) - Interpret, Calculate, Select, Employ, Generalise Analyze and Evaluate(K4 and K5)- Compare and Contrast, Differentiate, Evaluate, Critically assess, Review an Idea Create (K6)- Conceive, Theories, Conceptualise etc.	European Union and the United Nations
	K3. Analyse the powers and areas of operation of International Organizations
	K4. Evaluate economic relations of various countries through the International Organizations
	K5. Conceive the theoretical nature and evolution of International organizations in general and specially with important international organisations such as UN and different regional organizations

Recommended Readings :

Khanna.V.N., International Relations, Vikas Publishing House, U. P(Noida), 2008.

- KalpanaRajaram (Ed.) International Organization, Conferences and Treaties, Spectrum Books Ltd., New Delhi, 2005.
- PrakashChander and PremArora, Comparative Politics and International Relations, Cosmos Book Hive(P) Ltd., New Delhi, 2003
- Evan Luard, The United Nations How it works and What it Does, The Macmillan Press Ltd., New Delhi, 1982.
- RadheyShyam, International Relations, Educational Publishers, Delhi, 1993
- IshwarChanderDhingra., International Organizations, Priority Publisher, New Delhi, 2015.
- Spectrum Team., International Organizations Conferences and Treaties, Spectrum Publishers, New Delhi, 2016.
- KalpanaRajaram., International Organization: Conferences and Treaties, Spectrum Books, New Delhi, 2013.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes(PO) in the 3-point scale of strong, Medium and low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	S	M	S	M
CO 3	S	S	M	S	M	M	M	S	S	S
CO 4	S	S	S	S	M	M	S	S	S	M
CO 5	S	M	S	M	S	S	S	S	M	S

S-Strong M-Medium L-Low

Project Core 15PAC 115(In lieu of 1 core subject)

Course I	Elective 6 PAE 106
Title of the Course:	E. GOVERNANCE
Credits:	3
Course Objectives :	The objective of this paper is to understand the trends of e-governance and the Union, State and Local level projects. This paper focuses on the services of e-governance in various sectors and points out the major issues and challenges of e-governance. The subject would enable to understand the contributions of Information and Telecommunication technologies in Public Administration

Course Outcome:

- Students would be familiar with the trends of e-governance and the Union, State and Local level projects
- Gain knowledge to deal with the challenges like digital divide, infrastructural deficiencies etc.

Unit 1	E-Governance
Definition, Meaning , Scope and Importance, Traditional Governance -Need For Reform - Re-Engineering And Government Process - Government Policy On E-Governance, Citizen Centric Government -E-Government Services.	
Unit 2	Trends in E-Governance
Concept of Public Private Partnership-Technology Frame work for E-governance, E-government and E-Governance, E-Governance and Good Governance.	
Unit 3	Prospects of E-governance at Union , State and local level &E- governance in Rural Local Bodies
National E-Governance Plan -Central Mission Mode Projects-State Mission Mode Projects-Integrated Mission Mode Projects -Implementation Strategy -Components - IT Act 2000, National E-Governance Plan Programme Management Unit- National Informatics Center — Information Technology Enabled Service (ITES)	
E- governance in Rural Local Bodies: Urban Local Bodies-E-Management of Development Projects at Rural and Urban local bodies (JNNURM) -Effective Service Delivery through E-Governance -Transparency and Accountability at Grass root Level	
Unit 4	Role of E-Governance in various sectors
Major E-governance Projects: Gyandoot, Warna, E-choupal, E-Bhoomi, E-Governance in Noida City, Raj Nidhi, RakshaBhoomi. E-Seva (Electronic Citizen Services) -PDS, transport, agriculture, Health, Education, Judiciary, ELCOT	
Unit 5	Issues and Challenges of E-governance
Women and E-Governance - Cyber Security- Surveillance - Socio -Economic Issues -Digital	

Divide -Socio- Political implications of E-Governance -Issues of integration -Networking with NGOs, CBOs -Challenges of e-Governance.

Expected Outcomes :

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

Course Objectives Recall(K1) -List,IdentifyEnumerate,Define Understand/Comprehend(K2) - Describe, Explain,Outline,Briefly Summarise Apply Knowledge(K3) - Interpret, Calculate,Select,Employ,Generalise Analyze and Evaluate(K4 and K5) - Compare and Contrast,Differentiate ,Evaluate,Criticallyassess,Review an Idea Create(K6) -Conceive,Theories,Conceptualise etc.	K1. Define the meaning scope and importance of e-governance and Citizen Centric Government
	K2. Explain them and understand the trends in e-governance
	K3. Interpret the Prospects of E-governance at Union , State and local level &E- governance in Rural Local Bodies
	K4. Evaluate the role of e-governance in different sectors
	K5. Evaluate the issues and challenges of e-governance including issues of integration

Recommended Readings:

- Ashok Agarwal (Ed.), Governance -Case Studies, University Press India Pvt.Limited,Hyderabad, 2007.
- Srinivas Raj .B., E-Governance Techniques —Indian and Global Experiences, New Century Publications, New Delhi, 2008.
- SubhashBhatnagar, Unlocking E-Government Potential -Concepts, Cases andpractical Insights, Sage Publications, New Delhi, 2009.
- Desai.G.,Information Growth and Economic Growth, Rawat Publications, Jaipur,2005.
- Parthasaiadhi;Y.,E-governance and Indian Society, Kanishka, New Delhi, 2009.
- Prabhu, E - Governance: Concepts and Case Studies- 2 nd Edition, Prentice Hall India, Learning Private Limited, 2012.
- PankajSharma,E-governance ,Ashish Publishing House, New Delhi, 2004
- M. Laxmikanth, Governance in India Second Edition, McGraw Hill Publication,New Delhi, 2014.
- Uttam Kr Pegu, E-governance in India: Concept, Initiatives and Challenges,LapLambert Academic Publishing, 2017.
- Paneervel, E-Governance: A Change Management Tool, Rawat Publications, Jaipur,2005.
- Vasu Deva, E-Governance, Commonwealth Publishers, New Delhi, 2005.
- Dr.AshokPurohit, E-Governance, Mohit Books International, New Delhi, 2012

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes(PO) in the 3-point scale of strong, Medium and low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	S	M	S	M
CO 3	S	S	M	S	M	M	M	S	S	S
CO 4	S	S	S	S	M	M	S	S	S	M
CO 5	S	M	S	M	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Elective -7 PAE 107
Title of the Course:	GENDER AND GOVERNANCE
Credits:	3
Course Objectives :	In order to deepen the democracy at the local, national and international level, it is important to ensure that women and men are equally represented in the decision making process. This paper helps to understand the historical progress of women and discusses the status of women employees at various levels.

Course Outcomes:

- Creates awareness about various policies pertaining to gender.

It enables to understand the status of women.

Unit 1	
Status-power-leadership-legitimacy and change-gender inequalities in earnings and employment	
Unit 2	
Policies towards families-gender and development-gender based analysis-glass ceiling	
Unit 3	
Strategies that have influenced policies-Women's historical progress as public employees	
Unit 4	
Status of women employees in federal,state and local governments-Leadership	
Unit 5	
Gender responsive budgeting-Mainstreaming gender in organisations and budgeting.	

Expected Outcomes :	
On the successful completion of the course, students will be able to:	
Course Objectives	K1. Define Gender and Governance and identifying the status, power, legitimacy and gender inequalities in various sectors
Recall(K1) -List,IdentifyEnumerate,Define	K2. Understanding the Policies towards families-gender and development-gender based analysis-glass ceiling
Understand/Comprehend(K2) - Describe, Explain,Outline,Briefly Summarise	
Apply Knowledge(K3) - Interpret, Calculate,Select,Employ,Generalise	

Contrast, Differentiate
Evaluate, Critically assess, Review an Idea
Create (K6)-Conceive, Theories, Conceptualise etc.

K3. Describing the historical progress of women as public employees and explains the strategies that influenced policies

K4. Analysing the Status of women employees in federal, state and local governments-Leadership

K5. Evaluating the Gender responsive budgeting-Mainstreaming gender in organisations and budgeting

Recommended Readings:

- Seema Kazi ; Gender and Governance, Studies from South Asia, Zubaan publication, New Delhi, 2019.
- Anuradha K.P.; Gender Equality and Development; Adhyayan Publishers; New Delhi; 2010
- Arunabha Ghosh; Women in India –problems, potentialities and power, Mitram publications, Kolkatta, 2010.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of strong, Medium and low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	S	M	S	M	S	M	M	S	M
CO 3	S	S	M	S	M	M	S	S	S	M
CO 4	S	S	M	S	M	S	S	M	S	S
CO 5	S	S	S	S	S	M	S	S	M	S

S-Strong M-Medium L-Low

S.A.C. SEPT'2022

R. Ash
HOD



R. Shanthy

PRINCIPAL

PRINCIPAL
ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR, CHENNAI-600 040.



ANNA ADARSH

COLLEGE FOR WOMEN

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – I

SYLLABUS

EFFECTIVE FROM THE ACADEMIC YEAR 2022-2023

PG DEPARTMENT OF SOCIAL WORK
MSW – SHIFT – I

LIST OF STAFF MEMBERS

S.NO	NAME OF THE STAFF	DESIGNATION
1.	Dr. G. NEATHRAVATHI	HOD
2.	Ms. MARY SHEENA P A	ASSISTANT PROFESSOR
3.	Ms. S. GAYATHRI	ASSISTANT PROFESSOR
4.	Ms. ABHINAYA R	ASSISTANT PROFESSOR

APPENDIX – (i)37(R)
UNIVERSITY OF MADRAS
CHOICE BASED CREDIT SYSTEM

Programme:	MASTER OF SOCIAL WORK REVISED REGULATIONS (w.e.f. 2022-2023)
Programme Code:	SSSC
Duration:	2 years
Programme Outcomes:	<ol style="list-style-type: none"> 1. The programme will make the students to become highly capable and an efficient social work professional in all the fields of social work such as Medical, Psychiatric, Child Welfare Guidance, Geriatric, Health, Correctional, Family, Youth, Labour Welfare and Rural development, etc. 2. The programme will train and enrich the students with high scientific skills and techniques to deal with social issues and its problems. 3. The concepts, methods and techniques of social work will train the students in following its principles and practice it in various fields, thus creating a better society. 4. The programme is designed to make the students become well aware about the social work professional code of ethics which is followed in the social work settings. 5. It makes the students follow a systematic and scientific knowledge of social work philosophy and methods for becoming more professional in the various fields of social work. 6. Social work programme is designed to aid individuals, groups and communities for addressing individuals coping problems, group development and betterment of communities in the society. 7. The programme makes them more responsible in fulfilling humanitarian needs, solve psycho-social problems and adjust mental problems, thereby making the society more harmonious and unified. 8. It aids the students to become a social change agent for creating a better and cordial social environment. 9. The Social Work programme motivates the students to become a responsible professional social worker and work for the betterment of the individual psychological well-being, group development and community welfare. 10. The Social Work programme stimulates the students to engage and

	involve in deep research investigation on any particular social problem and make the society a better place to live in by addressing it.
Programme Specific Outcomes:	<ol style="list-style-type: none"> 1. The Master of Social Work programme makes the students to become more knowledgeable and skilful in dealing with human behaviour. 2. The outcome of the programme is to develop the skill of self-examination, critical thinking, analytical thinking, self-awareness, problem solving ability, constructive use of relationships and productive utilization of self. 3. The programme makes the students to become an expert professional, responsible, efficient, effective, practical, logical, and pragmatically experiential in dealing with individuals, groups and community for effective implementation of social work philosophies and its values in the society. 4. The Social worker concentrates more on solving the individuals psycho-social maladjustment problems, effectively motivating the groups to engage in group activity for accomplishing groups desire and needs, and using the resources skilfully for the communities welfare and development. 5. The interest for research is instilled in the mind of social work students to create new theories, ideologies, values, principles and techniques for the upcoming social work professionals to efficiently deal and address the social problems skilfully.

CORE / MAJOR PAPERS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
1	I	SSSC051	Paper 1	Social Work Profession-History and Philosophy	6	4	25	75	100
2		SSSC052	Paper 2	Social Casework	6	4	25	75	100
3		SSSC053	Paper 3	Social Group Work	6	4	25	75	100
4		SSSC054	Paper 4	Field Work Practicum – I	10	6	25	75	100
5	II	SSSC055	Paper 5	Community Organization & Social Action	6	4	25	75	100
6		SSSC056	Paper 6	Social Work Research and Statistics	6	4	25	75	100
7		SSSC057	Paper 7	Field Work Practicum – II	10	6	25	75	100
8	III	SSSC058	Paper 8	Rural Community Development - CD	6	4	25	75	100
		SSSC059	Paper 8	Human Resource Management - HRM					
		SSSC060	Paper 8	Community Health - MPSW					
9		SSSC061	Paper 9	Urban Community Development - CD	6	4	25	75	100
		SSSC062	Paper 9	Labour Legislations - HRM					
		SSSC063	Paper 9	Mental health – MPSW					
10		SSSC064	Paper 10	Social Welfare Administration	6	4	25	75	100
11		SSSC065	Paper 11	Field Work Practicum – III	10	6	25	75	100
12	IV	SSSC066	Paper 12	Development Planning /	6	4	25	75	100
		SSSC067	Paper 12	Employee Relations and Welfare /					
		SSSC068	Paper 12	Medical Social Work					
13		SSSC069	Paper 13	Entrepreneurship Development /	6	4	25	75	100

		SSSC070	Paper 13	Organizational Behaviour and Development /					
		SSSC071	Paper 13	Psychiatric Social Work					
14		SSSC072	Paper 14	Field Work Practicum – IV	10	6	25	75	100
15		SSSC073	Paper 15	Dissertation	6	4	25	75	100
				Internship / Block Placement	2	2	25	75	100

ELECTIVE PAPERS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
16	I	SSSE051	Paper 1 Elective	Sociology and Psychology for Social Work Practice	4	3	25	75	100
17	II	SSSE052	Paper 2 Elective	Disaster Risk Reduction /	4	3	25	75	100
		SSSE053	Paper 2 Elective	Counselling-Theory and Practice /					
18		SSSE054	Paper 3 Elective	Gender and Development	4	3	25	75	100
		SSSE055	Paper 3 Elective	Human Rights and Social Work					
19	III	SSSE056	Paper 4 Elective	Corporate Social Responsibility	4	3	25	75	100
		SSSE057	Paper 4 Elective	Hospital Administration					
20		SSSE058	Paper 5 Elective	Social Policy and Social Legislation /	4	3	25	75	100
		SSSE059	Paper 5 Elective	Environmental Social Work					
21	IV	SSSE060	Paper 6 Elective	International Social Work	4	3	25	75	100
		SSSE061	Paper 6 Elective	International Human Resource Management					
22		SSSE062	Paper 7 Elective	Migration Issues and Human Security /	4	3	25	75	100
		SSSE063	Paper 7 Elective	NGOs and Development Practice					

SOFT SKILLS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
23		UOM S190	Paper 1 Soft Skill	Communication Skills – Skill Lab	2	2	25	75	100
24		UOM S	Paper 2 Soft Skill	Personal and Interpersonal Skills	2	2	25	75	100
25		UOM S191	Paper 3 Soft Skill	Leadership and Team Building Skills	2	2	25	75	100
26		UOM S028	Paper 4 Soft Skill	Creativity and Professional Skills	2	2	25	75	100

S.SENATE. SEPT'2022

APPENDIX – 37(S)
UNIVERSITY OF MADRAS
CHOICE BASED CREDIT SYSTEM

MASTER OF SOCIAL WORK
REVISED SYLLABUS
(w.e.f. 2022-2023)

Semester I	Core
Title of the Course:	SSSC 051 Social Work Profession-History and Philosophy
Credits:	4
Course Objectives	<ol style="list-style-type: none">1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession.2. To develop insights into the origin and development of Voluntary organization.3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training.4. To understand the evolution of social work according to the International and Indian perspective.5. To learn about the contributions of great social reformers in India.
Course Outcomes	<ol style="list-style-type: none">1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings.2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,

	<p>Hospitals and Factories.</p> <ol style="list-style-type: none"> The students are enriched with different school of thoughts and ideologies. The students imbibe great ideas from social reformers and their inspirable social movements. The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.
Pre-requisites, if any:	
Units	
I	<p>Historical Evolution of Social Work</p> <ul style="list-style-type: none"> International Perspectives: UK & USA Social Work in India: Socio-cultural and religious thought Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement, Christian Missionaries, Gandhian Social Work India as a Welfare State Contributions of Voluntary organisations
II	<p>Social Work Profession</p> <ul style="list-style-type: none"> Meaning & definition, basic concepts, goals and functions, methods and fields Origin and Growth in India: scope and status, International/ national bodies and forums Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC
III	<p>Social Work Ideologies, Theories and Approaches</p> <ul style="list-style-type: none"> Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice
IV	<p>Philosophy of Social Work Profession</p> <ul style="list-style-type: none"> Values, Beliefs and Principles of the Profession Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)
V	<p>International Social Work:</p> <ul style="list-style-type: none"> Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice

Books For Reference	<ul style="list-style-type: none"> • Cox David, ManoharPawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy. 2004. • Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971. • Antony A. Vass, New Directions in Social Work- Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996. • Cox David, PawarManohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006. • University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004. • Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch& E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997. • Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991. • Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course:	SSSC052 SOCIAL CASEWORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice. 2. To comprehend theory and models and apply them in direct practice with individuals. 3. To become aware of the scope of using the methods in various settings. 4. To better understand the Case work relationship for making the client to adjust with the social environment. 5. Different approaches increase the horizon of perspective towards dealing with client and their psycho-social problems.
Course Outcomes	<ol style="list-style-type: none"> 1. The students can use the principles and skills in their daily practice of case work relationship when dealing with the client to solve their psycho-social problems. 2. The students can use the techniques of counselling to fully understand the client's problem in a non-judgemental way to help them for better coping and adjusting with the social environment and human relations. 3. The outcome of the course is to develop the skills of Case worker for better studying about the history of client and their individualistic problems personally in a psycho-social manner. 4. The students come to understand about certain process framed in studying the client's psycho-social personality development for solving their problems. 5. Tools and techniques are used by the Case worker in the social institutional settings like schools, hospitals and communities for building Case worker relationship.
Pre-requisites, if any:	
Units	
I	Introduction to Working with Individuals <ul style="list-style-type: none"> • Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills and Components. • Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.
II	The Helping Process <ul style="list-style-type: none"> • Phase I- Psychosocial Study, Psychosocial Assessment • Phase II- Intervention Plan and Goal Setting, Intervention • Phase III- Termination, Evaluation and Follow up.

III	Models and Approaches <ul style="list-style-type: none"> • Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.
IV	Tools and Techniques in working with Individuals <ul style="list-style-type: none"> • Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification and Communication.
V	Case Work in different Settings and Recording <ul style="list-style-type: none"> • Case work in Hospitals, Schools, Communities, Institutional settings and Industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording.
Books For Reference	<ul style="list-style-type: none"> • Fischer, Joel. Effective Case Work Practice An Eclectic Approach. New York: Mc Graw Hill, 1978. • Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003. • Vyas, A.A. New Directions in Social Work - Social Work Competencies - Core Knowledge, Values and Skills. Delhi: Sage, 1996. • Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep & Deep, 2004. • DatarSudha, Ruma, Bawikar et al. Skill Training for Social Workers - A Manual. New Delhi: Sage, 2010. • Hamilton, Gordon, Theory & Practice of Social Case Work 2nd Edition. Jaipur: Rawat, Indian Reprint, 2013. • Hepworth, D.H. & J.A. Larsen. Direct Social Work Practice: Theory and Skills. Dorsey Press, 1993. • Mathew, Grace. An Introduction to Social Casework. Mumbai TISS, 1992. • Misra, P.D. & BeenaMisra. Social Work Profession in India. Lucknow: New Royal Book, 2004. • Trevithick, Pamela. Social Work Skills – A Practice Handbook. 2nd Edition. Jaipur: Rawat, 2009.

Methods of Assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	M	S	S
CO 2	S	M	M	M	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	M	M	S	M	M
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course:	SSSC053 SOCIAL GROUP WORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand Group Work as a method of Social Work and develop skills in practice. 2. To understand models and apply them in practice with groups. 3. To become aware of the scope of using the method in various settings. 4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups. 5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement.
Course Outcomes	<ol style="list-style-type: none"> 1. The students are able to learn the art of engaging the group for accomplishing their goal and motive. 2. The course will make the students to observe each phase of group work process that gives an idea about how the group formation and development occurs in it. 3. The course makes the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires. 4. The course enables the students to be an initiator, motivator and enabler for initiating group formation and achieving group objectives and goals. 5. The outcome of the course is to make the students into a capable and efficient social group work professional in conducting group activities.
Pre-requisites, if any:	
Units	
I	Introduction to Working with Groups <ul style="list-style-type: none"> • Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.
II	Types of Groups <ul style="list-style-type: none"> • Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

III	Phases of Group Work Process <ul style="list-style-type: none"> • Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment. • Beginning Phase: Introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment • Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process • Ending Phase: preparing for termination; evaluation and feedback
IV	Group Processes and Dynamics <ul style="list-style-type: none"> • Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry
V	Group Work Models and Practice in different settings <ul style="list-style-type: none"> • Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work
Books For Reference	<ul style="list-style-type: none"> • Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep & Deep, 2008. • Choudhary, Paul. Introduction to Social Work. Delhi :Atma Ram & Sons,1983. • Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979. • Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001. • Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983. • Doel, Mark &Sawda, Catherine. The Essentials of Group

	<p>Worker. London: Jessica Kingsley, 2003.</p> <ul style="list-style-type: none"> • Garvin, Charlesd.D.Gutierrez, Lorraine .M. Galinsky, Maeda. J. Handbook of Social Work with Groups. New York: The Guildford, 2006. • Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982. • Mark Doel.Using Group Work. London: Routledge, 2010. • Misra P.D. and BeenaMisra. Social Work Profession in India. Lucknow: New Royal,1979 • Trecker. Harleigh, B. Social Group Work- Principles and Practice. New York: Association Press, 1970. • Brandler, S.and Roman, C. P. (1999). Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press. • Toseland, R. W. and Rivas, R. (1984). An Introduction to Group Work Practice. New York: McMillian.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	M	M	S	S
CO 5	M	S	S	S	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course	SSSC054 Field Work Practicum - I
Credits	6
General Objectives	<ol style="list-style-type: none"> 1. To get exposed to wider area of social realities at the micro level 2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions 3. To acquire documentation skills to ensure professional competence 4. To develop the right values and attitudes required for a professional social worker
Components	<ol style="list-style-type: none"> 1. Orientation 2. Practice Skill Laboratory 3. Observation Visits 4. Rural Camp

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S
CO 4	M	S	S	M	M	S	M	S	M	M
CO 5	S	S	S	M	M	S	M	S	S	M

S-Strong

M – Medium

L- Low

Semester II	Core
Title of the Course:	SSSC055 COMMUNITY ORGANIZATION & SOCIAL ACTION
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand a community as a social system 2. To learn techniques and skills of CO as a method of Social Work 3. To understand methods and approaches in Community Organisation and Social Action 4. To learn about the various concepts of community organization to work efficiently for their development and growth 5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare
Course Outcomes	<ol style="list-style-type: none"> 1. The course will provide knowledge about the community organization and its process that stimulates the student to actively participate in the community emancipation and development 2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment 3. The students can be able to learn how to approach the community and bring 'we' feeling among them to fulfil their basic unmet needs. 4. The course instil more values and principles of community organization among the students for making them a better social worker 5. The course teach different theories on community that make the students to have a holistic perspective towards community
Pre-requisites, if any:	
Units	
I	Community Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes
II	Community Organisation <ul style="list-style-type: none"> • Evolution of CO as a method in Social Work; • Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, • Community organization models: J.Rothman, social planning, locality development and social action, Murray

	Ross-general content, specific content and process objective.
III	Process and Skills of Community of Organisation Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation Skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.
IV	Social Action as a Method of Social Work <ul style="list-style-type: none"> • Definition and meaning; aims and objectives, scope, social action as a method in Social Work, • Paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements; • Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution
V	Models and Approaches to Social Action <ul style="list-style-type: none"> • Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky-Radical Movement, Gene Sharp- Nonviolence revolutionary Movement. Introduction to Social Action Movements in India - Environmental movement (Narmada BachaoAndolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques
Books For Reference	<ul style="list-style-type: none"> • Christopher A.J. & Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009. • Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972 • Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973 • Walter A. Friedlander Hall, Concepts & Methods of Social Work. Delhi: Prentice Hall, 1977. • Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart& Winston, 1972. • Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972. • McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952. • Dunham, A. E. (1958). Community Welfare Organization.

	<p>New York: Thomas Y. Crowell.</p> <ul style="list-style-type: none"> • Jodhka, S. (2001). Community and Identity: Contemporary Discourses on Culture and Politics in India. New Delhi: Sage. • Ross, M. G. with B.W. Lappin. (1955). Community Organization: Theory, Principles and Practice. New York: Harper and Row
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester II	Core
Title of the Course:	SSC056 SOCIAL WORK RESEARCH AND STATISTICS
Credits:	4
Course	1. To understand the nature, principles and methods of Social Work Research
Objectives	2. To develop the skills of independently conceptualising a problem and executing a research study 3. To understand and learn the application of appropriate statistical techniques in Social Work Research 4. To instil research inquest and investigation among the students on social work problems and its impact in various social institutions 5. To make the students a capable social work researcher in making new theories on social work problems and providing solution to it
Course Outcomes	1. The research work has undertaken by students to investigate deep into the topic of the research for finding out a beneficial result for the development of the society 2. The course will make the students to stimulate curiosity and inquest among them to better understand about the process and steps of research 3. The research work will help the students to work for the development and betterment of the society and for the growth of the large institutions and esteemed organizations 4. The course enhance the research capacity and deep investigation among the students on various social problems and its effect in the society 5. The outcome of the course is to know well about the research methodologies and its implications in doing the research activity on various social issue topics
Pre-requisites, if any:	
Units	
I	Social Research and Social Work Research Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

II	Research Designs Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error
III	Methods and Tools of Collecting Data Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability,
	Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts
IV	Overview of Qualitative Research Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories
V	Application of Statistics in Social Work Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.
Books For Reference	<ul style="list-style-type: none"> • Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003. • Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996. • Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005. • Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993. • Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011. • Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003. • Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed., Illinois: Peacock, 1988. • Garrett, Henry E. Statistics – in Psychology and Education. New Delhi: Paragon, Indian Reprint, 2011. • Mark, Raymond. Research Made Simple – A Handbook for Social Workers. New Delhi: Sage, 1996. • Thakur, Devendra. Research Methodology in Social Sciences. New Delhi: Deep and Deep. 1993.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations,

Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	M	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	S	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester II	Core
Title of the Course	SSSC057 Field Work Practicum – II
Credits	6
Objectives	<ol style="list-style-type: none"> 1. Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields. 2. To train students to practice social work from an ecological, development and integrated perspective 3. Develop skills for problem solving in work at the micro level and change at the macro level. 4. Provide concurrent opportunity for the integration of class-room learning and Field Practicum 5. Develop professional values and commitment and the professional ideal 6. Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system. 7. Develop skills to organize people to meet their needs and solve their problems. 8. Use roles appropriate to work e.g. advocacy for child's right, human rights. 9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour. 10. Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting. 11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner 12. Develop the ability to make innovative contribution to the organization's functioning 13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice 14. Develop the capacity to utilize instruction for enhancing and integrating field Practice 15. Utilize field instructions for enhancing and integrating professional growth 16. Make creative use of field instructions to evaluate mutual input 17. Utilize practice-based research to test effectiveness of specific aspects of Intervention 18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice
Components	Seminars and Viva –Voce to be conducted before the commencement of university Examinations

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	M	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	S	M	S	S	S	S	S	M	S

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER VIII
Title of the Course:	SSSC058 HUMAN RESOURCE MANAGEMENT – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. Gain knowledge about the Concepts, Principles and Strategies of HRD. 2. Understand the strategic role and efficient use of human resources. 3. Acquire the skills of implementing Strategic HR aiming at higher practices. 4. Enhance the potentiality of students in knowing about the various concepts of human resource development. 5. To provide the perspective of HR and its outlook among students.
Course Outcomes	<ol style="list-style-type: none"> 1. The students improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings 2. The students learn how to increase the talents and concentrate more on the talent development of the employees. 3. The students bring more growth to their organization by learning about the human resource development concepts and the expansion of business to other countries. 4. The outcome of the course is to make the students to become well verse in various management principles, techniques and skills for their overall development in their career. 5. The course provides practical knowledge of HR to students for implementing it during their internship period.
Pre-requisites, if any:	
Units	
I	Human Resource Management and Development <ul style="list-style-type: none"> • Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives, • Approaches & Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD): • Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)
II	<ul style="list-style-type: none"> • Approaches to Measuring Human Resources Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators
III	Talent Development <ul style="list-style-type: none"> • Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On

	the Job and Off the Job Training- Coaching Apprentices, Job Rotation
IV	Training & Development <ul style="list-style-type: none"> • Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.
V	Employee Empowerment <ul style="list-style-type: none"> • Concept, definition & objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – • Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship
Books For Reference	<ul style="list-style-type: none"> • DepTopomoy. 2010. Human Resource Development. Anne Books. New Delhi. • Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi • Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies. • ParathSarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi. • Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi. • Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai. • Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi. • Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi. • Sanjeev Kumar Singh, “Human Resource Development: HRD – IR Interface Approach,” Atlantic Publishers & Distributors, Delhi, 2008. • Silvera D.M., “Human Resource Development,’ The Indian Experience, New • India Publications, New Delhi, 1990. • Rao. T.V, “The HRD Missionary- Role and Functions of HRD managers & HRD Departments,” Oxford IBH Publishing Co., New Delhi, 1990 • Rao. T.V & Pereira D. F., “Recent Experiments in HRD”, Oxford & IBH Publishing Co., Delhi. • Rao. T.V., “Future of HRD”, Macmillan, Delhi.

	<ul style="list-style-type: none"> • Rao. T.V., “HRD Audit, Response Books, Delhi, 1999 • Suresh Vyas, “HRD Priorities”, Pointed publishers, Jaipur, 1988
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	S	S	M	S
CO 2	S	S	S	S	S	M	S	M	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	M	S	S	M	S	S	S
CO 5	S	M	S	M	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 RURAL COMMUNITY DEVELOPMENT
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To Understand the community as a method, its specific approaches and models. 2. To develop ability to utilize appropriate approaches and skills to work with communities 3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups. 4. To understand the concepts of rural fragments and its various community development programmes. 5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society
Course Outcomes	<ol style="list-style-type: none"> 1. The course provides knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness. 2. The concept of rural governance is about the panchayat raj system (local governance) which is described in separate constitutional amendments of Indian Constitution. 3. The students learn about the rural administration and its development. 4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact on the overall development of the rural area. 5. The course make the students to work more efficiently in the rural community settings.
Pre-requisites, if any:	
Units	
I	Rural Community <ul style="list-style-type: none"> • Definition, types, characteristics, power structure; rural community issues: caste, rural poverty & indebtedness • Land related issues: Systems of land tenure, Land reforms, Land alienation, Landlessness, Agrarian Movements & Struggles, problems of agriculture laborer, marginal and small farmers. • Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.

II	Historical Development <ul style="list-style-type: none"> • Early pioneering period (Sriniketan, Marthandom, Guragon). • Probation trial period (Baroda, Etawah, Nilohkeri and Firka). • Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi • National Rural Employment Guarantee Act, 2005. Indira Awas Yojana, Pradhan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojana, NRHM (National Rural Health Mission)
III	Rural Community Development Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation
IV	Rural Administration <ul style="list-style-type: none"> • Rural Development Administration: Organization and administration of rural development from block to National level. • Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. • State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD)
V	Rural Governance <ul style="list-style-type: none"> • Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. • Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.

Books For Reference	<ul style="list-style-type: none"> • Agrwarl A.N (2001) Indian economy, nature, problems and progress, VikasBiraj, Prakash, New Delhi. • Dayal, Rajeshwar, (1974), C.D Programme in India, KitabMahalPvt, Ltd., • Desai, A.R., (1971), Rural Sociology, popular press,Bombay. • Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI. • Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai. • Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication. • Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi. • Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi. • Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai. • Ministry Reports, Planning Commission Reports.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 COMMUNITY HEALTH – MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To make the students to understand and practice in clinical setting among the various fields of social work. 2. To provide knowledge about the role of social worker in mental healthcentres and hospitals. 3. To equip the students on the concept of health and hygiene for enhancedfunctioning and the mental health of people. 4. To enlighten the students on the concept of nutrition and diet, thus creating a healthier society. 5. To enhance their knowledge on communicable and non-communicable diseases and taking preventive measures that decrease the effect on the society
Course Outcomes	<ol style="list-style-type: none"> 1. The students gain knowledge about the administration of the basic health facilities in the country. 2. The students become knowledgeable about the social work practice on health and hygiene situation in India. 3. The students enhance their knowledge on the concept of health and hygiene to alleviate the level of diseases in the country. 4. The students gain comprehensive and holistic knowledge on health and hygiene. 5. The students work for the mental well-being of the society.
Pre-requisites, if any:	
Units	
I	Concept of Health Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health. Meaning of disease, sickness/illness, and
	Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; The Millennium Development Goals & Sustainable Development Goals; Influence of Market focus on Community Health
II	UNIT –2: Communicable and Non – Communicable Diseases Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen’s disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer. Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral

III	UNIT – 3: Maternal and Child Health Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranatal and Post natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.
IV	UNIT – 4: Food, Nutrition, Immunization & Health Food, Nutrition & Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.
V	Unit – 5: Health Care in India Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH. Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine
Books For Reference	Park J.E. & Park K. (2005), Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur. 2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,. 3. Miller D.(1976). Dimensions of Community Health; Iowa : C. Brown Co. Publications. 4. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health. 5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications. 6. Pandey .R. &Kanhare V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi. 7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.
	8. Pisharoti K.A, Thugnanasambandham C. Kapali V. &Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai. 9. Health for all now- The Peoples’ Health Source Book (2004) AID India; Chennai. 10. Sanjivi K.S. (1971)Planning India’s Health; Orient Longman, Chennai. 11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER IX
Title of the Course:	SSSC059 LABOUR LEGISLATIONS – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. Gain knowledge about labour legislation and labour welfare. 2. Understand the legal provisions of labour welfare. 3. Acquire the skills of working with corporate sector. 4. The knowledge of labour legislation increases the students capability in dealing with the labour issues legally. 5. To enable the students to gain more knowledge on labour rights.
Course Outcomes	<ol style="list-style-type: none"> 1. The students learn about labour legislation which plays a major role in the function of any organization. 2. The knowledge about the functions of labour court, Industrial tribunal and National tribunal increases the awareness of students and aids them to face any litigation claim for the rights of the organizations. 3. The outcome of the course is to make the students knowledgeable on labour laws and its impact on the functions of the organization. 4. The course develops the quality of HR in students for becoming an efficient HR professional in their future career. 5. The course enables the students to develop it during the internship period and implement the concept of labour legislation in the field work settings.
Pre-requisites, if any:	
Units	
I	Concept and History of Labour Legislations <ul style="list-style-type: none"> • Origin and development; objectives and principles of labour laws; Labour legislations in the Indian Constitution, Industrial Jurisprudence, judicial activism in India; Impact of Liberalization and Globalization; Labour Policy of India; International Labour Organisation (ILO) and its role in labour welfare; Challenges in enacting and enforcing Labour Laws
II	Legislations related to Labour <ul style="list-style-type: none"> • The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947; • New Legislation – Occupational Safety, Health and Working Conditions Code 2020
III	Legislations related to Industrial Relations and Wages <ul style="list-style-type: none"> • The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947; • New Legislation - The Industrial Relations Code 2020
IV	Social Security Legislations <ul style="list-style-type: none"> • Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity

	Benefit Act 1961, Sexual Harassment of Women at Workplace (Prevention Prohibitions & Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008 <ul style="list-style-type: none"> • New Legislation – Social Security Code 2020
V	Enforcement Authorities <ul style="list-style-type: none"> • Work Committees; Industry Conciliation officers; Board of Conciliation; Adjudication; Courts of Enquiry, Labour Court, Industrial Tribunal and National Tribunal; Powers of the Government – Procedures, Powers and Duties of enforcement authorities; Role of the Ministry of Labour and Employment
Books For Reference	<ul style="list-style-type: none"> • Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi. • Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi. • Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi. • Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi. • Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan Chand & Company. New Delhi • M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai • Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi. • Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi. • Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi. • Tripathi, P.C. 1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi. • Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Book Agency. Madras.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	M	S	S	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	M	M	M	S	S	S	S	S
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper IX
Title of the Course:	SSSC059 URBAN COMMUNITY DEVELOPMENT – CD
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To enable students to gain an understanding about the urban poor. 2. To develop sensitivity and commitment for working with the urban poor. 3. To expose students to skills and techniques of working with urban poor. 4. To provide knowledge on the urban community development models and its various approaches of creating impact in the urbanization. 5. To enlighten the students through studies about the life of urban people and their various issues and problems.
Course Outcomes	<ol style="list-style-type: none"> 1. The outcome of the course is to make the students aware of the life conditions of urban community and its difference prevailing in the urban societies. 2. The course provides knowledge about the urban community development programmes to the students and makes them to use it for their development. 3. The students learn about the gap between the rich and poor in the urban society which indicates the socio-economic inequity prevailing in the urban community. 4. The outcome of the course is to make the students become knowledgeable on the concept of urbanization
	5. The course makes the students aware about the various urban community development programmes.
Pre-requisites, if any:	
Units	
I	Basic Concepts <ul style="list-style-type: none"> • Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.
II	Slum <ul style="list-style-type: none"> • Definition, characteristics, types, causes and consequences of growth of slums. • Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance. • Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.

III	Urban Community Development in India <ul style="list-style-type: none"> • Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP • Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.
IV	People's participation in Urban Community Development <ul style="list-style-type: none"> • Concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation.
V	Conscientization <ul style="list-style-type: none"> • Goal setting, identifying and developing leadership, resource mobilization, human resource development resolving group conflicts, programme planning and service delivery, eliciting people's participation, monitoring and evaluation.
Books For Reference	<ul style="list-style-type: none"> • Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi. • Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi. • Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi. • Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York. • Desai, A.R. & Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay. • Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER IX
Title of the Course:	SSSC059 Mental Health - MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the concepts and historical development in the field of Psychiatry to the students. 2. To impart knowledge on the various psychiatric disorders and the role of Social Workers. 3. To make the students gain more knowledge about the mental health of the society. 4. To enhance the knowledge of the students on the mental health problems existing in our country. 5. To become well aware of the concepts of mental illness and its various disorders.
Course Outcomes	<ol style="list-style-type: none"> 1. The students gain knowledge on Emerging researches in Mental Health. 2. The students gain knowledge about the various behaviour disorders and childhood disorders. 3. The students enhance their knowledge about mental health disorders and take measures in creating a healthy society. 4. The students become aware of the concepts of normalcy and abnormal behaviour of people in the society. 5. The students are able to diagnose the disorders by practicing it in the hospital settings.
Pre-requisites, if any:	
Units	
I	Normality & Abnormality <ul style="list-style-type: none"> • Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry. Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India & Abroad, Mental health problems in India, Misconceptions about mental illnesses.
II	Classification & Assessment of Mental Health Disorders <ul style="list-style-type: none"> • Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, mental status examination, Formulation of psychosocial diagnosis, Use of computers in assessment
III	Psychiatric Illness & Disorders <ul style="list-style-type: none"> • Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional • (Non-Organic) Organic Mental Disorders: Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease. • Toxic: Symptoms of Mental and Behavioural disorders due to

	Psychoactive Substance Use. <ul style="list-style-type: none"> • Functional (Non Organic) Mental Disorders: Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders
IV	Behavioural Disorders and Childhood Disorders: Behaviour disorders <ul style="list-style-type: none"> • Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders Common Mental Health Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism, Behavioural and Emotional disorders, Role of Psychiatric Social Workers, Limitations and difficulties faced in psychiatric social work practice
V	Research in Mental Health <ul style="list-style-type: none"> • Emerging research in mental health. WHO Evidence based researches in Mental Health. Difficulties in practice informed research & research informed practice. Analysis of Existing Policies related to Mental Health.
Books For Reference	<ul style="list-style-type: none"> • Coleman, James C. Abnormal Psychology and Modern Life. Bombay: Taporewala & Sons. • Eden, D. J. (1976). Mental Handicap – An introduction. London: George Allan and Unwin. • Edward. (1986). Understanding Mental Retardation. London: Cambridge University press. • Gajend, R. N. & Hudson, B. L. (1981). Current Themes in Psychiatric: John Wiley and Sons. • John, Howells G. (1971). Modern Perspective in International Child Psychiatry. New York: Brunner & Mazel publication. • Venkatesan, S. (2004). Children with developmental disabilities: Sage Publications

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper X
Title of the Course:	SSSC060 SOCIAL WELFARE ADMINISTRATION
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand the environment and its impact on nature, structure and development of the social welfare administration of the organizations in corporate, public and voluntary sectors. 2. Understand policies and procedures involved in establishing and maintaining human service organization, need for change. 3. Acquire skills to network and participate in the management of resources – human material, environmental and network 4. To create awareness about the various concepts of management principles and techniques to students for becoming a professional HR 5. The knowledge of management principles makes the students highly skilled and professional in dealing with the social welfare administrative issues and its problems
Course Outcomes	<ol style="list-style-type: none"> 1. Gain knowledge about social welfare administration of service organizations. 2. Understand welfare programmes of the government. 3. Acquire the skill of establishing a human service organization. 4. The students will learn about the welfare of the employees by the labour welfare officer. 5. The knowledge of historical perspective of various organizations motivates the students to use it in their working organization.
Pre-requisites, if any:Units	
I	UNIT 1: Welfare State: Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).
II	UNIT 2: Social Welfare Administration- Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus. Major programmes of Central Social Welfare Board and State Social Welfare Board.
III	UNIT 3: Basic Administration Processes: Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings.
IV	UNIT 4: Finance Administration: Budgeting, accounting and auditing. Maintenance of books and accounts, financial documents and records. Mobilization of financial resources - Grants in Aid. Foreign Contribution and Regulation Act – 1976 and Amendments. Exemptions under Income tax Act: 80G, 35AC & 35 (1) (ia).

V	UNIT 5: Registering of an Organization: Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Case Study of a NGO with legal compliance and programme reporting.
Books For Reference	<ul style="list-style-type: none"> AnandSirohi. 2003 Encyclopedia of Social Welfare Modern Perspective on Social Welfare.New Delhi: Domain. Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House. Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication. Chowdhry, D.Paul. 1992. Social Welfare Administration. Atmaram and Sons. Encyclopaedia of Social Work. Vol I & III Also for Units IV & V Kohli, A.S & S.R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication. Patel, N Vinod&Rana, K, Girish.2007. Personnel Management. Jaipur. Oxford Book Company. Sarita Sharma, Basotia G. R. Popalia A.K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	M	S	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	S	S	M	S
CO 5	S	M	M	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper XI
Title of the Course	SSSC061 Field Work Practicum – III
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community. 2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies. 3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker. 4. To enable to work with disadvantaged groups in rural areas. 5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community. <p>Tasks:</p> <p>Administrative set up of Panchayati Raj Institutions (PRIs)</p>

	<p>Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.</p> <p>Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.</p> <p>Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.</p> <p>Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.</p> <p>Identify/ study/ explore the rural problems covering the following aspects:</p> <ol style="list-style-type: none"> The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services. The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit). The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career. <p>Tasks:</p> <ol style="list-style-type: none"> The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day

	<p>3. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail</p> <p>4. The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 DEVELOPMENT PLANNING
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To develop theoretical understanding of development and planning 2. To enable students to gain an understanding of the administrative machinery involved in development. 3. To provide knowledge on various methods strategies and development efforts. 4. To understand the role and contribution of professional social worker in the development.
	<ol style="list-style-type: none"> 5. To make the students to well understand about the concept of participatory planning in panchayat raj institution to work for the welfare and development of the rural people
Course Outcomes	<ol style="list-style-type: none"> 1. The course will enable the students to gain more knowledge on Development planning and its various models and approaches 2. The students will learn more on the historical development of cooperative movement and its effect in the formation of cooperative society 3. The course will concentrate on the development of deprived and backward sections of Indian society 4. The outcome of the course is to provide knowledge on development planning for making the students to work for the development of rural areas and bring welfare and implement social policy with more effect 5. The course make the students to set development plans for the splendid growth of rural areas and work for their emancipation and achieve sustainable development goals through the government initiated development planning models and approaches
Pre-requisites, if any:	
Units	
I	Development Planning <ul style="list-style-type: none"> • Planning – Concept – models, approaches – types planning process – need and importance of planning for development. • Development – definition – concepts; indicators – types – models, social development and planning as a major development thrust in India.
II	Participatory Planning <ul style="list-style-type: none"> • Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.

III	Agriculture and Development <ul style="list-style-type: none"> Government's plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.
IV	Co-operative Movement in India <ul style="list-style-type: none"> History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.
	Development of SC & ST <ul style="list-style-type: none"> Concept, Definition of SC and ST, Constitutional
V	provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role of Professional Social Workers, NGO's in the development of SCs& STs, Development initiatives for Migrants, Refugees and Displaced.
Books For Reference	<ul style="list-style-type: none"> Chakravarthy, Sukhamoy, (1996), Development Planning the Indian Experience, Oxford University Press. Cottrell, Stella, (2003), Skills for Success, The Personal Development Planning Handbook, Palgrave. Dahiya, S.B., (1988), Development Planning Models, Inter India. Kabra Kamal Nayan, (1997), Development Planning in India Exploring an Alternative Approach, Sage Publications, Delhi. Parman Mary, (1993), Development Planning in India, Reliance Publication.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 EMPLOYEE RELATIONS AND WELFARE
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To gain knowledge about trade unions 2. To understand functions and activities of trade unions and concepts related to Labour welfare 3. To acquire the skill of working with the workers and unions. 4. To provide knowledge on the concept of labour welfare and benefits provided to them 5. To make the students a well-disciplined professional labour welfare officer
Course Outcomes	<ol style="list-style-type: none"> 1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably 2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings 3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions 4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings 5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms
Pre-requisites, if any:	
Units	
I	Industrial Relations <ul style="list-style-type: none"> • Concept, characteristics, Industrial Relations at Plant and Shop Floor Level • Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation
II	Conciliation <ul style="list-style-type: none"> • Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes. • Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary • Administration: Definition wage theories, types, wage determination: structure, differentials.
III	Collective Bargaining <ul style="list-style-type: none"> • Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.
IV	Labor Welfare <ul style="list-style-type: none"> • Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of

	<p>labour welfare in India.</p> <ul style="list-style-type: none"> • Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.
V	<p>Employee Empowerment</p> <ul style="list-style-type: none"> • Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management
Books For Reference	<ul style="list-style-type: none"> • Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi & Co. • Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press. • Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay. • Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam, • Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay. • Nirmal Singh & Bhatia, 2000, Industrial Relations & Collective Bargaining, Dehorah Prayer Group. • Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras. • Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications. • BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications. • Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications. • Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi. • MamkootamKuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi. • Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi • Puneekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay. • Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 MEDICAL SOCIAL WORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the historical developments of social work in medical settings, existing status and its development. 2. To highlight a holistic and integrated approach to social work practice in the field of Health. 3. To provide adequate knowledge on the concept of medical social work to prepare them for the hospital settings 4. To enlighten the students on the concept of psycho-social implication of mental disability and its effect in the society 5. To develop the students knowledge on the area of hospital management and its administrative procedures
Course Outcomes	<ol style="list-style-type: none"> 1. The Students will develop a deeper understanding of common Physical Diseases and Health problems of the Community 2. The Students will gain the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases 3. The students can be well able to understand the concepts of role of medical social worker and their immense importance is needed in the hospital settings 4. The students can adequately work for the mental health of the society and make it a mentally happier society 5. The students can well study about the needs and problems of patients in their families and can give effective solution to their problems
Pre-requisites, if any:	
Units	
I	Medical Social Work <ul style="list-style-type: none"> • Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice
II	Psychological, Social and Economic Implications of Illness and Disability <ul style="list-style-type: none"> • For the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team

III	The Hospital as a Formal Organisation <ul style="list-style-type: none"> • Its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations
IV	Impairment, Disability and Handicap <ul style="list-style-type: none"> • Causes, types and classification of physical handicaps: orthopaedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types; • Rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up
	Specific Needs and Problems of Patients and their Families
V	<ul style="list-style-type: none"> • Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas
Books For Reference	<ul style="list-style-type: none"> • Bartlett, Harriett Moulton. (1961). Social work practice in the health field. Natl Assn of Social Workers Pr, • Codey, Carol H. (1951). Social aspects of illness. W.B. Saunders Com., • Field, Minna. (1967). "Patients are people." A Medical Social approach to prolonged illness, • Goldstine, Dora. (1955). Expanding horizons in medical social work. University of Chicago Press, • Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." (1950). • Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." Hubschman, Lynn. 1983.,

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	M	M	M	S	S	S	S	S	S	S
CO 5	M	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To help students gain knowledge on the dynamics of human behavior in the organization setup. 2. To enable students to gain understanding on the factors influencing human behavior in organization 3. To help students to build knowledge and develop skill in implementation of OD practices 4. To teach the students about the concept of organization development and make them to well train on it for bringing effective change in the industrial settings 5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization
Course Outcomes	<ol style="list-style-type: none"> 1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization 2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings 3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques 4. The course make the students to well understand about these concepts for making them a highly efficient professional HR 5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically
Pre-requisites, if any:	
Units	
I	Introduction to Organization Behavior <ul style="list-style-type: none"> • History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB. • Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)
II	Key Pillars of Organization Behavior <ul style="list-style-type: none"> • Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process

	<p>theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).</p> <ul style="list-style-type: none"> • Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [OhioState studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.
III	<p>Foundations of Organization Behavior</p> <ul style="list-style-type: none"> • Organization Structure (Concept, elements, Organisational designs and employee behaviour) • Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.
IV	<p>Organization Development</p> <ul style="list-style-type: none"> • Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.
V	<p>OD Interventions</p> <ul style="list-style-type: none"> • Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management • Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.
Books For Reference	<ul style="list-style-type: none"> • Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi. • Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998. • Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House. • Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994 • John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) McGraw Hill, New York, 1997. • Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell, Jr • Management of change and organizational development – innovative Approach –Bhatia S.K. • Organization Development – Interventions and Strategies –

	<p>Ramnarayan, T.V.Rao, Kuldeep Singh.</p> <ul style="list-style-type: none"> • Organizational Development and Change – Comings & Worley • Training for Organizational Transformation – Rolf P. Lynton, PareekUdai. • Dwivedi, R.S. (1982), Management of Human Resources, Oxford PublishingCo., Bombay. • France, Wemdel and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi. • Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore. • Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay. • Ouchi, William, (1981), Theory Z, Avon Books, New York. • Pareekh, Udai, (1998), Organizational Behaviour& Process, Rawat Publications, Jaipur. • Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hall of India Ltd, New Delhi. • Szilagyi, Andrew & Marc Wallance, (1997), Organizational Behaviour& • Performance, Scott Foresman and Co., London.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 ENTREPRENEURSHIP DEVELOPMENT
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To enable students comprehend the role of entrepreneurship in economic development 2. To provide an understanding, nature and process of entrepreneurship development 3. To motivate the students to innovate and develop entrepreneurial initiatives 4. To make the students to well develop them for the initiation of entrepreneurship start-ups 5. To develop the entrepreneurship skills for progressing in their business career
Course Outcomes	<ol style="list-style-type: none"> 1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur 2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship 3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups 4. The course make the students to know about the significance of entrepreneurship and its characteristics for elevating the position of student to upcoming entrepreneur 5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country
Pre-requisites, if any:	
Units	
I	Evolution of Entrepreneurship <ul style="list-style-type: none"> • Concept, Meaning, Nature, Elements, Interactive Process. • Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.
II	Developing the Entrepreneurship Plan <ul style="list-style-type: none"> • Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning
III	Managing Entrepreneurship Growth <ul style="list-style-type: none"> • Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks
IV	Entrepreneurship Personality characteristics <ul style="list-style-type: none"> • Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure –

	preparation of project proposal.
V	Small Scale Industry <ul style="list-style-type: none"> Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.
Books For Reference	<ul style="list-style-type: none"> Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas. Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas. Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London. Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi. Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 PSYCHIATRIC SOCIALWORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To develop the knowledge of psychosocial treatment methods for person with emotional disorders. 2. To acquire knowledge and skill in the practice of community psychiatry and rehabilitation 3. To gain knowledge on the historical development of psychiatric social work and its importance in the current society 4. To make the students to well know about the magnitude of mental illness problems in the society 5. To enhance the students knowledge on the concept of psychological intervention provided to the mental ill patients
Course Outcomes	<ol style="list-style-type: none"> 1. The students can be enriched with knowledge on institutional and extra mural approaches to provision of mental health services. 2. The students can acquire the skill to understand the various settings in psychiatry 3. The students can use the various psychological treatment methods for different mentally affected disorder patients 4. The students can use the psychological therapies for curing the mental illness to make the society more healthier 5. The students can acquire specific knowledge on the policies and legislations of mental health in India 6.
Pre-requisites, if any:	
Units	
I	Psychiatric Social Work <ul style="list-style-type: none"> • An Introduction Definition, Scope, Historical Development, Magnitude of mental health problems among men, women, aged, socio -economically disadvantaged in urban and rural population and the mental health issues due to disaster: • Treatment for the mentally ill patients : Psychological intervention, individual interventions, family interventions, group intervention and medication
II	Psychological Treatment Methods <ul style="list-style-type: none"> • Psychotherapy, supportive therapy, Re-educative and Reconstructive psychotherapy, Behaviour therapy, CBT,ERP or EX/RP, Psycho-analysis, Client centered therapy, Reality therapy, Gestalt therapy, Rational emotive therapy, Logo therapy, Hypnosis and Abreaction.
III	Psychological Therapies <ul style="list-style-type: none"> • Group Therapy, Transactional Analysis, Marital Therapy, Family Therapy, Recreational and Relaxation Therapies, Occupational Therapy and Psychiatric Rehabilitation
	Psychiatric Social Work Practice

IV	<ul style="list-style-type: none"> • Role of Psychiatric Social Worker in half way homes , Day care centers, Child guidance clinic, De-addiction, Suicide prevention, Community mental health programmes; Admission and discharge procedures in a Psychiatric Hospital.
V	<p>Mental Health Care Policies and Legislations</p> <ul style="list-style-type: none"> • Policies and legislations related to mental health in India: National Mental health Policy for India; Present mental health care services; Identification of needs
Books For Reference	<ul style="list-style-type: none"> • Bhugra ,Gopinath, Vikram Patel, (2005) Handbook of Psychiatry- A South Asian Perspective.Mumbai: Byword Viva Publishers Pvt. Ltd. • Harper A. Robert . (1975).The New Psycho therapies.New Jersey Prentice Hall, INC. • Kaplan , Harold, I., Sadock, B.J., (1989). <i>Comprehensive Text Book of Psychiatry</i>. London: Williams & Wilkins • Mane &Gandevia. (1998). <i>Mental Health in India: Issues and Concerns</i>.Mumbai: Tata Institute of Social Sciences. • Verma, Ratna. (1991).<i>Psychiatric Social work in India</i>. New Delhi: Sage Pub • WHO, (2004) <i>The ICD-10 Classification of Mental and Behavioral Disorders, Diagnostic Criteria for Research</i>.Delhi: AITBS Publishers and Distributors. • Windy, Dryden. (2002). <i>Handbook of Individual Therapy</i>.New Delhi: Sage Publications.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	M	S	M	M	M	S	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIV
Title of the Course	SSSC064 Field Work Practicum – IV
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems 2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies 3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying 4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation 5. To help the trainee gain insight into the components of Urban Community Development 6. To enhance competencies to assess and analyze urban problems, needs and service delivery. 7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes. <p>Tasks:</p> <ol style="list-style-type: none"> 1. Observation visit to urban community / slums (informal settlements) 2. Analysis of their socio-economic conditions 3. Application of the principles of Urban community development 4. Application of professional social work methods in urban setting 5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures 6. Identify/ study/ explore the urban problems covering the following aspects: <ol style="list-style-type: none"> a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc. b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned

	<p>with the problem</p> <p>c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee</p>
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To practically understand the concept of Industrial Relations and to acquire the related competencies 2. To familiarize with the Labor Legislations 3. To learn to apply the various methods of Social Work in various Industrial Settings 4. To observe the application of various Labor Welfare measures 5. To observe the practice of current trends in HR 6. To provide opportunity for the integration of class room learning and field practice 7. To acquire human resource management skills 8. To observe the CSR activities 9. To develop skills to organize people to meet their needs and solve their problems 10. To make innovative contributions to the organization functioning 11. To represent HR profession in inter disciplinary terms 12. To carry out application oriented mini – research projects 13. To utilize field instructions for enhancing and integrating professional growth in Human Resource <p>Tasks:</p> <p>I Organizational Profile History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department</p> <p>II Areas of Personnel Functions Manpower Planning (Need Analysis) Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources) Types of Employees (Contract/ Temporary/ Permanent/ Part-Time) Selection (Interview/ Written Test /Group Discussion / Physical examination Induction and Placement, Promotion and Transfer Training and Development (Need Analysis/ Types/Outsourcing) Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews) Time Office (Daily Attendance/ Swiping Cards/ Attendance Register) Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out) Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.) Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)</p>

	<p>Social Security Benefits (Social Insurance/ Social Assistance) Employee Service Register, Communication Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning</p> <p>III Industrial Relations Functions</p> <p>IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils Grievance Handling - Grievance Settlement Procedure Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment) Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment</p> <p>IV Labor Welfare Measures Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives) Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling Workers' Education, Recreation, Other Welfare Measures</p> <p>V Labour Legislations Legislations applicable to the Organisation</p> <p>VI Others 1. TQM, ISO, Use of OD Techniques, CSR Activities.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	M	S
CO 5	S	M	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XV
Title of the Course	SSSC065 DISSERTATION
Credits	4
Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before to commencement of examinations.	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	M	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

Semester IV	
Title of the Course	BLOCK PLACEMENT / INTERNSHIP
Credits	2
<p>After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.</p>	
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop enhanced practice skill and integrate learning 2. Develop greater understanding of reality situations through involvement in day to day work 3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme 4. Enhance awareness of self in the role of a Professional Social Worker 	
Duration: 1 month	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

Semester I	Elective (Compulsory)
Title of the Course:	SSSE051 SOCIOLOGY AND PSYCHOLOGY FOR SOCIAL WORK PRACTICE - I
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work. 2. To understand the various stages of Human Growth and Development. 3. To enable the student to gain knowledge about the society and its dynamism 4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind 5. To learn about the sociological theories for understanding well about the social structures, systems and different institutions making great impact in the evolution of human society
Course Outcomes	<ol style="list-style-type: none"> 1. The outcome of the course is to get knowledge in regarding to the psychological development of the individual in respect of brain development and its intelligence 2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect 3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that make a great impact in the societies development 4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them 5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology
Pre-requisites, if any:	
Units	
I	Developmental Psychology Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-

	cultural factors influencing development; Influence of heredity and environment.
II	Theories Related to Personality Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)
III	Understanding Behaviour and Mental Health <ul style="list-style-type: none"> • Sensation, Perception and learning (Classical and Operant learning theories) • Memory process: Registration, retention and recall • Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation
IV	Fundamentals of Sociology <ul style="list-style-type: none"> • Meaning, scope, significance and relevance, • Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution • Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education • Socialization: process and agents. • Social control: concept, types and functions, • Agents of social control: kinship, religion, law, education, traditions and customs. • Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.
V	Social Movements in India Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements. Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women & sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker
Books For Reference	<ul style="list-style-type: none"> • Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970 • Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001 • Engler, Barbara, Personality Theories- An Introduction, 3rd edition, Houghton Muffin, Company,

	<p>Boston, 1991</p> <ul style="list-style-type: none"> • Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964. • Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986 • Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi. • Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi • Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi • Anthony Giddens, 1998, Sociology (Third), Polity Press, London • Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad • Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England • Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi • Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi • Mohanty B. B., 2012, Agrarian Change and Mobilization, Sage Publications, New Delhi • Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi • Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	M	S	S	M	S
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	S	M
CO 5	S	S	M	S	S	S	S	M	S	M

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - II
Title of the Course:	SSSE052 DISASTER RISK REDUCTION
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop an understanding of eco system equilibrium and dis-equilibrium 2. To develop skills to analyze the factors contributing to disaster 3. To develop and understanding of the process of Disaster Management 4. To understand well about the effects of disaster on human lives and their living conditions 5. To enhance the knowledge on the disaster management techniques to cope effectively when disaster occurs
Course Outcomes	<ol style="list-style-type: none"> 1. The students can learn about the mitigation measures carried out by the Rescue force when disaster occurs 2. The disasters occurring make the students to learn about its different types and its effect making a huge impact on the lives of so many people 3. The students must learn how to rehabilitate the disaster affected people 4. The students will learn to protect them from disaster whether it is man-made or natural 5. The course enable the students capacity to cope effectively when any disaster affect their living conditions and livelihood
Pre-requisites, if any:	
Units	
I	Concept and Definition <ul style="list-style-type: none"> • Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/ Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management
II	Disaster Management cycle <ul style="list-style-type: none"> • Prevention, mitigation, preparedness, response, recovery and rehabilitation.
	<ul style="list-style-type: none"> • Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster; • Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation
III	Disaster Mitigation <ul style="list-style-type: none"> • Guiding principles of mitigation, • Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes

IV	Disaster Management <ul style="list-style-type: none"> Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) Intervening parties – Government, Voluntary organization, Local groups – Community participation, volunteers, social workers.
V	Stress management of Emergency workers <ul style="list-style-type: none"> Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness
Books For Reference	<ul style="list-style-type: none"> Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007 Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & deep Publications Pvt. Ltd, 2005 Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep & Deep Publications. 2001 Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy & Strategy, New Delhi, SBS.Publications, 2006 Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery & Response, New Delhi, SBS Publications. 2006 Sanjay, K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001 Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000 Verma, K, Manish, Development, Displacement and Resettlement, Jaipur, Rawat Publications. 2004

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or

Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	M	M
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	M	S	S	S	S
CO 5	M	S	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - III
Title of the Course:	SSSE052 COUNSELLING – THEORY AND PRACTICE
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop a basic understanding of theory and skills in counselling 2. To learn the different approaches and to develop an eclectic approach to counselling 3. To integrate counselling skills in Social work practice 4. To enable the students in knowing about the techniques of providing psycho-social therapy to clients 5. To make the students in learning the art of counselling to solve the psycho-social maladjustment problems
Course Outcomes	<ol style="list-style-type: none"> 1. The students can learn the theory of counselling and can apply it in their practical work settings 2. The different approaches of counselling can emancipate the standard of students ability and capacity in solving the clients problems 3. The techniques and skills of counselling can ensure the students to apply it in their daily practical life 4. The various approaches and theories of counselling bring new perspective and outlook to students in solving the individuals coping issues 5. The outcome of the course is to make the students a capable and efficient counsellor in providing effective counselling therapy to clients
Pre-requisites, if any:	
Units	
I	Concept of Counselling <ul style="list-style-type: none"> • Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal. • Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.
II	Different Approaches of Counselling: <ul style="list-style-type: none"> • Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling
III	Types and Techniques to Counselling <ul style="list-style-type: none"> • Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling. • Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER

IV	<p>The Egan Model of Counselling:</p> <p>Stage- 1: Problem exploration and clarification- Part I – Attending & listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration</p> <p>Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper’s skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client’s skill - non-defensive listening, dynamic self-understanding</p> <p>Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.</p>
	<p>Counselling in different settings</p> <ul style="list-style-type: none"> • Marital, family, HIV/AIDS, pastoral counselling, student
V	<p>guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling</p>

Books For Reference	<ul style="list-style-type: none"> • Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices. • Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change.2nd Ed. USA: Thompson Brooks/Cole. • Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill. • David R. Evans, Margret T. Hearn, Max R. Ullmann& Allen E. Ivey (2008): Essential Interviewing: A Programmed Approach To Effective Communication (7th Ed.), USA: Thompson Brooks/Cole. • DalaganjanNaik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan. • Gibson L. Robert & Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India. • Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company. • John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications. • John, McLeod (2007), Counselling Skills (1st Ed.), Jaipur: Rawat Publications. • Lawrence, Shulman (2006): The Skills of Helping-Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. . • Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill. • Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE. • Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	S	M	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - IV
Title of the Course:	SSSE053 GENDER AND DEVELOPMENT
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop an understanding of the perspective of gender and development 2. To develop and ability to identify areas of work with women and men 3. To understand strategies and interventions that change the situation 4. To understand well about the concepts of gender development and their empowerment through the gender perspective 5. To enhance the students knowledge on gender role and its significance in the development of the society
Course Outcomes	<ol style="list-style-type: none"> 1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly. 2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment. 3. The outcome of the course is to comprehend well about the concept of feminism and social work. 4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with 5. The course provide knowledge on the significance of gender and their development in the global arena
Pre-requisites, if any:	
Units	
I	Gender Concepts <ul style="list-style-type: none"> • Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types, • Gender development indicators - sex ratio, GER, GDI, GEM
II	Feminism <ul style="list-style-type: none"> • Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India; • Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice

III	Protective Measures for Women in India <ul style="list-style-type: none"> Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act- 2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,
IV	Global Perspectives in Women's Development <ul style="list-style-type: none"> Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; Role of UN-WOMEN; UN Timeline in Women's Progress; INGOs and NGOs in Women's Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security
V	Special Initiatives and Programmes <ul style="list-style-type: none"> Status of women in India, problems specific to Indian women; discrimination against the girl child; National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting
Books For Reference	<ul style="list-style-type: none"> Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.

	<ul style="list-style-type: none"> • MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. • Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993. • Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008. • Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006. • Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. • Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005. • Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002. • Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011. • Heywood, L., The Women's Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007. • Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995. • MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. • Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	S	M	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - V
Title of the Course:	SSSE053 HUMAN RIGHTS AND SOCIAL WORK
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To provide a perspective and foundation for a human rights culture among students. 2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention. 3. To equip students with knowledge about the human rights movements and new rights gained. 4. To provide knowledge on human rights would make the students more empowered in knowing their rights 5. To enhance the students perspective on human rights issues and its violations in the society
Course Outcomes	<ol style="list-style-type: none"> 1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it 2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people 3. The knowledge of human rights empower the students community, women community and unprivileged sections of society 4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people 5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries
Pre-requisites, if any:	
Units	
I	Introduction to Human Rights <ul style="list-style-type: none"> • Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.
II	Understanding law and the State <ul style="list-style-type: none"> • The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; • The Indian Legal System, Indian Penal Code, Criminal

	Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	Global Market and Human Rights <ul style="list-style-type: none"> • Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights
IV	Rights of the Marginalized Sections <ul style="list-style-type: none"> • Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.
V	Human rights Movement in India <ul style="list-style-type: none"> • Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.
Books For Reference	<ul style="list-style-type: none"> • Baxi, Upendra, (2005) Future of Human Rights Oxford University Press, London • Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi. • Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi. • Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA. • Mathew P.D & Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi • Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai • Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi. • United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	M	S	S	M	S	S

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - VI
Title of the Course:	SSSE054 CORPORATE SOCIAL RESPONSIBILITY
Credits:	3
Course Objectives	<ul style="list-style-type: none"> - Gain knowledge about Corporate Social Responsibility - Understand the functions and activities of Social Audit - Acquire the skills of promoting and working in CSR programmes.
Course Outcomes	<ol style="list-style-type: none"> 1) The students will learn about the importance of the Corporate social responsibility in the society 2) The outcome of the course is to teach the different elements consist in the unit of society and defining its significance 3) The course is teaching about the social audit of organization and disorganization to students for knowing about its importance and values 4) The outcome of the course is to provide knowledge about the concept of corporate responsibility. 5) The course is to make aware on the various types of responsibilities by the corporate sectors to students for better knowing about the values and significance of social responsibility and social audits.
Pre-requisites, if any:	
Units	
I	UNIT 1: Corporate Social Responsibility – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach -
	CSR Issues: Environmental, Social, Labor related, Ethical and Governance.
II	UNIT 2: Organizational environment - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.
III	UNIT 3: Role of ‘Standards and Codes’ in CSR: ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

IV	<p>UNIT 4: NGO and CSR – Indian Companies Act 2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment.</p> <p>Communication: Annual Reports and Sustainability Reports.</p>
V	<p>UNIT 5: CSR- Success Stories in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.</p>
Books For Reference	<p>Reference</p> <ol style="list-style-type: none"> 1. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), McGraw Hill Publications, New Delhi. 2. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai. 3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cengage Learning Ind Pvt Ltd, New Delhi. 4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business (Tenth), Pearson Education Pvt Ltd, New Delhi. 5. John R Baotright, 2003, Ethics and Conduct of Business (Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi. 6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur. 7. Neelamegam V., 2008, Business Environment, Vrinda

	Publications, New Delhi.
	8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai.
	9. Saravanel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.
	10. Sharma R.K. And PuneetGoel and PoojaBhagwan, 2009, Business Ethics And Corporate Governance, KalyaniPublications, Chennai.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - VII
Title of the Course:	SSSE054 HEALTH AND HOSPITAL ADMINISTRATION IN INDIA
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To establish a meaningful understanding of nature of health, scope and meaning of health administration. 2. To help the students to acquire the knowledge about the union, state and local level Primary Health Centers and their functioning. 3. To gain knowledge on the hospital services available for the in the society. 4. To provide knowledge on the legal laws and value of health to students. 5. To teach students on the primary relationship of family and its allied institutions
Course Outcomes	<ol style="list-style-type: none"> 1) The students will learn about the importance of the health and primary health care units. 2) To teach the different health care services in the union, state and local levels. 3) The course is teaching about the importance of legal issues and laws to students. 4) The outcome of the course is to provide knowledge about the concept of health and its quality in the hospitals in India.
Pre-requisites, if any:	
Units	
I	Unit- I: Introduction Nature, Scope and Meaning of Health Administration- the Basis for Public Health Government and Public Health- law and Public health.
II	Unit- II: Health Organization Organization of Health care Administration at the Union-State and Local Levels Administration of Primary Health Care health Centre- Voluntary –Health Agencies
III	Unit- III: Policy Making and Planning for Health Care Policy Making for Health care Administration- Planning for Health Care- Personnel Management-Financial Management-Public Relations.
IV	Unit- IV: Hospital Administration Hospital Planning and Administration- Administration of Out-Patient and In- Patient (wards) Services- Emerging services in Hospitals- Manpower Planning in Hospitals-Medical Practice and Law- Medical Legal Cases.
V	Unit- V: Trends in Hospital Administration Modernizing Health Administration- Evaluation of Medical Services in Hospitals- Role of World Health Organization- Quality Health Care in India- Health insurance.

Books For Reference	<ol style="list-style-type: none"> 1. Goel, S.L. and R.Kumar (1986) Hospital Administration and Management, (in three volumes), New Delhi: Deep and Deep. 2. Goel, S.L., (1984) Hospital Administration., Delhi: Sterling Publishers Pvt, Ltd. 3. Kumar, Arun., (2000) Health Administration, New Delhi: Anmol Publications. 4. Kumar, Arun., (2000) Encyclopedia of Hospital Administration and Development, (in Three Volumes), Delhi: Anmol Publications.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - VIII
Title of the Course:	SSSE055 SOCIAL POLICY AND SOCIAL LEGISLATION
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution 2. To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes 3. To develop an understanding of the concepts of social policy and social welfare policy 4. To gain knowledge on the social policy and its various implications making impact in the social institutions 5. To enhance the students knowledge on the concept of social legislation for solving the social problems legitimately
Course Outcomes	<ol style="list-style-type: none"> 1. The students can learn about the social policy and constitution and its relation within it 2. The outcome of the course is to make the students to be aware about the social legislations in India and its impact on the welfare of the people 3. The course teach about the policy formulation and policy planning to gain more knowledge about it 4. The course make aware the students on the social welfare policy and its implementation in the social institutions 5. The outcome of the course is to make the students a responsible citizen in knowing lot more about the social policy and its legislations
Pre-requisites, if any:	
Units	
I	Social Policy and Constitution <ul style="list-style-type: none"> • Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. • Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.
II	Policy Formulation and approaches <ul style="list-style-type: none"> • Unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, • Policies in India – a historical perspective- policies-backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan. •

III	Policy and Planning <ul style="list-style-type: none"> • Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. • Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation
IV	Major Social Legislation in India I <ul style="list-style-type: none"> • Legislation pertaining to marriage, divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956.
	Special Marriage Act 1954, Provision regarding marriage and divorce in Mohammedan law. Medical Termination of Pregnancy Act 1971, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.
V	Major Social Legislations in India II <ul style="list-style-type: none"> • Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 2001.

Books For Reference	<ul style="list-style-type: none"> • Adams Robert, (2002), Social Policy for Social Work, Palgrave. • Baldock John, (2000), Social Policy, Oxford, Oxford University Press. • Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay. • Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi. • Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI. • Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi. • Nair, T. Krishnan (ed.) (1976), Social Work Education & Development of Weaker Sections, Madras-Association of Schools of Social Work in India. • Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, VazhgaValamudan Publishers • Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - IX
Title of the Course:	SSSE055 ENVIRONMENTAL SOCIAL WORK
Credits:	3
Course Objectives	<ul style="list-style-type: none"> • To help the students to learn basic facts about Ecology, Environment and Energy resources. • To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection. • To provide an understanding roles and responsibilities of Social Workers to protect the nature.
Course Outcomes	<ol style="list-style-type: none"> 1) The students can learn about the ecology and social work connection. 2) The students will orient themselves with roles of different social movements protecting the environment. 3) Students will learn about their roles and responsibilities to protect the nature.
Pre-requisites, if any:	
Units	
I	UNIT-I: Eco system & Environmental Issues: Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.
II	UNIT -II: Environment Consciousness- NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement - MittiBachaoAndolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.
III	UNIT-III: Environment Action and Management: State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchyats and Environment. Environment Management: Role of Traditional - State controlled - people controlled and jointly managed systems - Waste Management.

IV	<p>UNIT – IV: Environment Protection Laws and Role of Social Worker: The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).</p>
V	<p>UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets- River, forest grass land, Hill etc., Visit to a polluted site, Study of flora and fauna, Study of simple eco system, Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels.</p>
Books For Reference	<ol style="list-style-type: none"> 1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London. 2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi. 3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London 4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill

	<p>Publishers. New Delhi:</p> <ol style="list-style-type: none"> 5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London. 6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi. 7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers. 8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press 9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi. 10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi. 11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi 12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester IV	ELECTIVE PAPER - X
Title of the Course:	SSSE056 INTERNATIONAL SOCIAL WORK
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To help the students to understand the international perspectives of social work. 2. Students will understand the role of global organizations, inter cultural competencies and global challenges in social work.
Course Outcomes	<ol style="list-style-type: none"> 1. To introduce students to the concept of the International dimensions of Social work and Connections between the local and global. 2. To make cross – cultural comparisons in examining responses to global issues. 3. To enhance cross-cultural competency among students.
Pre-requisites, if any:	
Units	
I	Unit -1: International Social Work Concept, Importance of International Social work, Social work as an International Profession, International Professional Action.
II	Unit -2: Social Work and International Social Development Global Interdependence and Social work –Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence International Relief and Development practice; Role of International Social Welfare Organization and their functions.
III	Unit –3: Cross Cultural Competencies Meaning of Cultural Competence, Cultural awareness, Knowledge acquisition, Skill Development, Inductive Learning, Advancing Social and Economic justice Standards for Cultural Competence in Social Work Practice (NASW 2001)
IV	Unit –4: Global Challenges Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, Refugees, Displacement & Forced Migration, AIDS, Human Trafficking, Climate Change, Disaster Response.

Books For Reference	<ol style="list-style-type: none"> 1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies & Programmes; New Delhi: Vistaar Publications 2. Dominelli, Lena (2012), Green Social Work, UK: Polity Press 3. Drolet, Julie (2014), Social Protection and Social Development – International Initiatives, New York: Springer 4. Drolet, Julie, Natalie Clark & Helen Allen (2012), Shifting Sites of Practice – Field Education in Canada, Toronto: Pearson Canada Inc. 5. Healy, Lynne M. & Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press. 46 Department of Social Work, Madras Christian College, Chennai- 600059 6. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press. 7. Hockenstand, M.C, Midgley James (2004), Issues in International Social work-Global Challenges for a new Century, NASW press. 8. ILO (2012), The Strategy of the International Labour Organization Social Security for All Building social protection floors and comprehensive social security systems, Geneva: ILO 9. Lyons, K. (1999). International Social work: Themes and Perspectives. Brookfield, USA: Ashgate 10. Lum, Doman (2003) Culturally Competent Practice – A framework for Understanding Diverse Groups and Justice Issues; Thomson-Brooks/Cole Publishers.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M
S-Strong		M – Medium			L- Low					

Semester IV	ELECTIVE PAPER - XI
Title of the Course:	SSSE056 INTERNATIONAL HUMAN RESOURCE MANAGEMENT
Credits:	3
Course Objectives	<p>Objectives:</p> <ul style="list-style-type: none"> • To introduce the students to the International Business Environment. • To give necessary exposure to International Human Resource Management. • To impart necessary skills required Human Resource Management with regard to the management of International business organizations.
Course Outcomes	<ol style="list-style-type: none"> 1. Students will get the proper understanding of international business environment. 2. Students will get exposure to the international human resource management.
Pre-requisites, if any:	
Units	
I	<p>UNIT-I: Globalization and International Business. (9 hours)</p> <p>Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process. Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.</p>
II	<p>UNIT-II: International / Global Human Resource Management. (9 hours)</p> <p>Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management. Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.</p>
III	<p>UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)</p> <p>Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems. Aligning Training and</p>

	Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates. Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.
IV	UNIT-IV: International Compensation. (9 hours) Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation. Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.
V	UNIT-V: Contemporary Issues in IHRM. (9 hours) The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21 st century.
Books For Reference	1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi. 2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd., 3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006. 4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	ELECTIVE PAPER - XII
Title of the Course:	SSSE057 MIGRATION ISSUES AND HUMAN SECURITY
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. Understand migration in the context of development and displacement 2. Explore current and emerging trends on internal and International migrations 3. Acquire knowledge on determinants of migration and rights of Migrants 4. Provide knowledge about the impact of migration in the international platform and making change in the global stand towards migration and its issues 5. The students can gain abundant knowledge about the migration policy of various countries and their outlook and perspective towards handling migration issue
Course Outcomes	<ol style="list-style-type: none"> 1) The course make aware the students on the issues of migration and its problem faced by refugees 2) The students study about the migration within the country and its impact in the rural-urban divide on the economic aspect 3) The students well understand about the rising crisis of human trafficking in the Indian borders and giving threat to the security of the nation 4) The outcome of the course is to well understand about the concept of internal and external migration occurring in the various countries 5) The course make the students to know about the causes and effects of migration for addressing it in the near future
Pre-requisites, if any:	
Units	
	Migration <ul style="list-style-type: none"> • Basic Concepts and Definition of Migration, Causes and
I	Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.
II	Migration in India <ul style="list-style-type: none"> • Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees
III	Globalisation and Migration <ul style="list-style-type: none"> • Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,
IV	International Migration <ul style="list-style-type: none"> • Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

V	Migration and Human Security <ul style="list-style-type: none"> • Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter-State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979
Books For Reference	<ul style="list-style-type: none"> • AmalDatta, (2003): Human Migration. A Social Phenomenon. India: Mittal. • Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge. • DeveshKapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press. • David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge. • R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	ELECTIVE PAPER - XIII
Title of the Course:	SSSE057 NGOs MANAGEMENT AND DEVELOPMENT PRACTICES
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. Students will learn about the Ngo Registration and planning and projects. 2. Will understand the roles and functions of non-governmental organizations. 3. Students will learn about the fund raising and monitoring and evaluation of the projects.
Course Outcomes	<p>Learning Outcome: <i>The students will...</i></p> <ul style="list-style-type: none"> - Gain knowledge about establishing and managing a nongovernmental organization - Understand the functions and activities of a nongovernmental organization - Acquire the skill of working with nongovernmental organization
Pre-requisites, if any:	
I	UNIT 1: Understanding about NGO as nonprofit organizations involved in development work. Registering an organization, Strategic Planning of NGOs- Developing Vision, Mission and Goals and translating them into programs and projects. Interfacing with community, community based organizations, corporate and government. Importance and strategies of Networking of NGOs.
II	UNIT 2: Programme Planning and project planning - The project cycle - Project cycle phases – identification, design, implementation, evaluation. Project Cycle Management. Detailed operational plan, GANTT chart - Role of Operational planning in running program and projects. Writing Concept note.
III	UNIT 3: Fund Raising: Fund Raising strategy & techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Presentation to donors, developing a funding proposal, Developing and maintaining donor relationship. Documentation- Maintaining records and data banks.

IV	UNIT 4: Monitoring & Evaluation: Concept & Need. Role of Logical Framework Analysis (LFA) in monitoring and evaluation. Developing Objectively Verifiable Indicators and Means of Verification - Gathering quantitative & qualitative information - Reporting information for action and accountability. Auditing: Social Auditing, Financial Auditing and Data Quality Auditing.
V	UNIT 5: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cost benefit analysis - Allocations and restrictions in budget. Maintaining inventory. Financial Reporting to donors and other stakeholders.
Books For Reference	<ol style="list-style-type: none"> 1. Asok Kumar Sarkar, 2008, Ngo's and Globalization, Rawat Publications, New Delhi. 2. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5th Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi. 3. Emmanuel S. Fernando, 1999, Fund 100, Jupiter, Mumbai. 4. Gangrade K.D, SooryaMoorthy.R. 2006. Ngos in India. PremRawat Publication. New Delhi. 5. Ghosh.K..A and Prem Kumar. 1997. Project Management. Anmol Publishing Ltd. New Delhi. 6. Joel S.G.R.Bhose, 2003, Ngo and Rural Development, Concept

	<p>Publishing Company, New Delhi.</p> <p>7. Jose Murickan SJ & R. Mohan Raj & Kurian K. Katticaren, 2000, Paradigm Shifts In Development Cooperation, Indian Social Institution and Bangalore.</p> <p>8. Malleswari B., 2010, Micro- Finance and Women Empowerment, Serials Publications, Coimbatore</p> <p>9. Michael Norton & Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.</p> <p>10. Vijay Padaki & Manjulika Vaz, 2003, Institutional Development in Social Interventions, Sage Publications, New Delhi.</p> <p>11. Winfo, 2004, a Hand Book for Ngo's On Fund Raising, Winfo, Coimbatore.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	M	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Course I	Soft Skill
Title of the Course:	Communication Skills – Skills Lab
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To make the students acquire knowledge in the field of communication 2. To delineate Non-verbal communications and its types. 3. To understand the role of communication in creating a new world 4. To enable the students to understand the barriers of communication and miscommunication. 5. To make the students to excel in effective communication skills
Course Outcomes	<ol style="list-style-type: none"> 1. Acquire knowledge about communication and its various forms. 2. Understand the communication process and levels. 3. Learn different types of skills required 4. Interpret the method of listening and reading skills. 5. Able to understand the utility of communication in day-today life, business life etc.
Pre-requisites, if any:	
Units	
I	Introduction to Communication: Need and Nature of Effective Communication The Process of Communication: Levels of communication; Flow of Communication; Use of language in communication; Communication Networks; Significance of technical communication. Non-verbal Communication and Body language: Forms of Non-verbal communication; Interpreting body language cues, Kinesics and Effective use of body language.
II	Barriers to Communication: Types of barriers; Miscommunication; Noise; Overcoming measures.
III	Listening Skill: Listening as an active skill; Types of Listeners: Listening for general content; Listening to fill up information; Intensive Listening; Listening for specific information; Developing effective listening skills; Barriers to effective listening skills.
IV	Reading Skills: Identifying the topic sentence; interfering lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.
V	Developing Skills Developing skills for communication in working life, business life and

	social life. <u>Managing the Event</u> .
Books for Reference	<ul style="list-style-type: none"> • Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003. • Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998 • Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001. • Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Course I	Soft Skill
Title of the Course:	Personal and Interpersonal Skills
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To enhance the healthy personal and interpersonal skills among students. 2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also. 3. To identify the self and interpersonal behavior 4. To differentiate healthy and unhealthy relationships 5. To promote self-confidence and assesses self-identity
Course Outcomes	<ol style="list-style-type: none"> 1. After the completion of course the student will be able to interpret behaviour and personality developments. 2. Analyse self and relational developments in various institutions. 3. Understand and describe the stress management, uncertainty, problem solving and decision making. 4. Display different types of communication and process of communication development such as attitude and barriers to communication. 5. Able to explain interpersonal relationships in multiple social backgrounds
Pre-requisites, if any:	
Units	
I	Behavioural Development <ul style="list-style-type: none"> • Self-Assessment • Friendliness - Enthusiasm – Empathy • Work-Life Balance
II	Self and Relationship Development <ul style="list-style-type: none"> • Relationships (healthy & unhealthy), Universal values, Character development • Family Crisis, Sexual Behaviour and Domestic Violence • Self Confidence - Adaptability – Resilience • Assertiveness - Competitiveness - Self-Leadership
III	Emotional Development <ul style="list-style-type: none"> • Development of Emotional Intelligence - Self-Awareness - Emotion Management • Stress Management - Tolerance of Change and Uncertainty - Taking Criticism • Decision making, Problem solving
IV	Communication Development <ul style="list-style-type: none"> • Communication skills and Levels of communication • Communication barriers • Effect of attitude on communication

V	Interpersonal Development <ul style="list-style-type: none"> • Concepts: Networking and Connection to Careers in society – Interpersonal Relationships • Dealing with Difficult People - Conflict Resolution • Personal Branding – Dealing with Office Politics, Jealousy and Infidelity
Books for Reference	<ul style="list-style-type: none"> • Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i>. New York: Bantam Books. • Hoffman, Edward. (2002), <i>Psychological Testing at Work</i>. New York: McGraw-Hill. • Jones, Dixie A. (1997), “Plays Well with Others, or the Importance of Collegiality Within a Reference Unit,” <i>The Reference Librarian</i> no. 59, 163-175. • Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). “Assessing and Attacking Workplace Incivility,” <i>Organizational Dynamics</i> 29 no. 2 (November).

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	M	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	S	S	S	S	S	S	S	S	S	S
CO 5	M	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	M	S	S	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Soft Skill
Title of the Course:	LEADERSHIP & TEAM BUILDING
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology 2. To develop leadership skills through training and motivation 3. To improve communication and interpersonal for grooming overall personality enrichment 4. To increase the pro-activeness ability of the students for developing leadership skills 5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity
Course Outcomes	<ol style="list-style-type: none"> 1. Demonstrate team building and conflict management skills using Out Bound Training methodology. 2. Articulate the basic skills necessary for leadership, communication and task execution in teams. 3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity 4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity 5. Groom the quality of the leader among the students for making them a best leader
Pre-requisites, if any:	
Units	
I	Interpersonal Skills <ul style="list-style-type: none"> • Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.
II	Conflict Management <ul style="list-style-type: none"> • Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.
III	Team Building –1 <ul style="list-style-type: none"> • Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.
IV	Team Building – 2 <ul style="list-style-type: none"> • Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

V	Leadership <ul style="list-style-type: none"> Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.
Books for Reference	<ul style="list-style-type: none"> Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books. Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster. Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc. Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.
	<ul style="list-style-type: none"> Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited. Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill. Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press. Stephen R. Covey. (2011) The leader in me. Free Press

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	M	S	S	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Soft Skill
Title of the Course:	Creativity and Professional Skills
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To enhance the healthy personal and interpersonal skills among students. 2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also. 3. To identify the self and interpersonal behavior 4. To differentiate healthy and unhealthy relationships 5. To promote self-confidence and assesses self-identity
Course Outcomes	<ol style="list-style-type: none"> 1. It will help students in problems solving and critical thinking. 2. It interprets professional updating. 3. It describes professionalism in organizational skills and time management 4. It summarizes professional development –knowledge management and customer service 5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.
Pre-requisites, if any:	
Units	
I	Personal Creativity <ul style="list-style-type: none"> • Problem Solving nature and Critical Thinking, Innovation of workable ideas • Troubleshooting - Design Sense - Artistic Sense
II	Professional Updating <ul style="list-style-type: none"> • Technology Savvy - Technology Trend Awareness • Business Trend Awareness – Self, Business and Market Research • Business Etiquette - Business Ethics • Diversity Awareness - Disability Awareness - Intercultural Competence
III	Professionalism <ul style="list-style-type: none"> • Organizational Skills - Planning - Scheduling • Time Management - Meeting Management
IV	Professional Development <ul style="list-style-type: none"> • Training and development - Process Improvement • Knowledge Management • Customer Service - Entrepreneurial Thinking

V	Professional Development <ul style="list-style-type: none"> • Training and development - Process Improvement • Knowledge Management • Customer Service - Entrepreneurial Thinking
Books for Reference	<ul style="list-style-type: none"> • Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press. • Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY • Yoder, S., & Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	S	M	S	S	M	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

S.A.C. SEPT'2022



ANNA ADARSH

COLLEGE FOR WOMEN

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – II

SYLLABUS

EFFECTIVE FROM THE ACADEMIC YEAR 2022-2023

PG DEPARTMENT OF SOCIAL WORK

MSW – SHIFT – II

LIST OF STAFF MEMBERS

NAME OF THE STAFF	DESIGNATION
MS. M. JEEVANTHI	HEAD IN-CHARGE
MS. LEENA ROSELINE . P	ASSISTANT PROFESSOR
MS. ARUNA ABIRAMI . G	ASSISTANT PROFESSOR

APPENDIX – (i)37(R)
UNIVERSITY OF MADRAS
CHOICE BASED CREDIT SYSTEM

Programme:	MASTER OF SOCIAL WORK REVISED REGULATIONS (w.e.f. 2022-2023)
Programme Code:	SSSC
Duration:	2 years
Programme Outcomes:	<ol style="list-style-type: none"> 1. The programme will make the students to become highly capable and an efficient social work professional in all the fields of social work such as Medical, Psychiatric, Child Welfare Guidance, Geriatric, Health, Correctional, Family, Youth, Labour Welfare and Rural development, etc. 2. The programme will train and enrich the students with high scientific skills and techniques to deal with social issues and its problems. 3. The concepts, methods and techniques of social work will train the students in following its principles and practice it in various fields, thus creating a better society. 4. The programme is designed to make the students become well aware about the social work professional code of ethics which is followed in the social work settings. 5. It makes the students follow a systematic and scientific knowledge of social work philosophy and methods for becoming more professional in the various fields of social work. 6. Social work programme is designed to aid individuals, groups and communities for addressing individuals coping problems, group development and betterment of communities in the society. 7. The programme makes them more responsible in fulfilling humanitarian needs, solve psycho-social problems and adjust mental problems, thereby making the society more harmonious and unified. 8. It aids the students to become a social change agent for creating a better and cordial social environment. 9. The Social Work programme motivates the students to become a responsible professional social worker and work for the betterment of the individual psychological well-being, group development and community welfare. 10. The Social Work programme stimulates the students to engage and

	involve in deep research investigation on any particular social problem and make the society a better place to live in by addressing it.
Programme Specific Outcomes:	<ol style="list-style-type: none"> 1. The Master of Social Work programme makes the students to become more knowledgeable and skilful in dealing with human behaviour. 2. The outcome of the programme is to develop the skill of self-examination, critical thinking, analytical thinking, self-awareness, problem solving ability, constructive use of relationships and productive utilization of self. 3. The programme makes the students to become an expert professional, responsible, efficient, effective, practical, logical, and pragmatically experiential in dealing with individuals, groups and community for effective implementation of social work philosophies and its values in the society. 4. The Social worker concentrates more on solving the individuals psycho-social maladjustment problems, effectively motivating the groups to engage in group activity for accomplishing groups desire and needs, and using the resources skilfully for the communities welfare and development. 5. The interest for research is instilled in the mind of social work students to create new theories, ideologies, values, principles and techniques for the upcoming social work professionals to efficiently deal and address the social problems skilfully.

CORE / MAJOR PAPERS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
1	I	SSSC051	Paper 1	Social Work Profession-History and Philosophy	6	4	25	75	100
2		SSSC052	Paper 2	Social Casework	6	4	25	75	100
3		SSSC053	Paper 3	Social Group Work	6	4	25	75	100
4		SSSC054	Paper 4	Field Work Practicum – I	10	6	25	75	100
5	II	SSSC055	Paper 5	Community Organization & Social Action	6	4	25	75	100
6		SSSC056	Paper 6	Social Work Research and Statistics	6	4	25	75	100
7		SSSC057	Paper 7	Field Work Practicum – II	10	6	25	75	100
8	III	SSSC058	Paper 8	Rural Community Development - CD	6	4	25	75	100
		SSSC059	Paper 8	Human Resource Management - HRM					
		SSSC060	Paper 8	Community Health - MPSW					
9		SSSC061	Paper 9	Urban Community Development - CD	6	4	25	75	100
		SSSC062	Paper 9	Labour Legislations - HRM					
		SSSC063	Paper 9	Mental health – MPSW					
10		SSSC064	Paper 10	Social Welfare Administration	6	4	25	75	100
11		SSSC065	Paper 11	Field Work Practicum – III	10	6	25	75	100
12	IV	SSSC066	Paper 12	Development Planning /	6	4	25	75	100
		SSSC067	Paper 12	Employee Relations and Welfare /					
		SSSC068	Paper 12	Medical Social Work					
13		SSSC069	Paper 13	Entrepreneurship Development /	6	4	25	75	100

		SSSC070	Paper 13	Organizational Behaviour and Development /					
		SSSC071	Paper 13	Psychiatric Social Work					
14		SSSC072	Paper 14	Field Work Practicum – IV	10	6	25	75	100
15		SSSC073	Paper 15	Dissertation	6	4	25	75	100
				Internship / Block Placement	2	2	25	75	100

ELECTIVE PAPERS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
16	I	SSSE051	Paper 1 Elective	Sociology and Psychology for Social Work Practice	4	3	25	75	100
17	II	SSSE052	Paper 2 Elective	Disaster Risk Reduction /	4	3	25	75	100
		SSSE053	Paper 2 Elective	Counselling-Theory and Practice /					
18		SSSE054	Paper 3 Elective	Gender and Development	4	3	25	75	100
		SSSE055	Paper 3 Elective	Human Rights and Social Work					
19	III	SSSE056	Paper 4 Elective	Corporate Social Responsibility	4	3	25	75	100
		SSSE057	Paper 4 Elective	Hospital Administration					
20		SSSE058	Paper 5 Elective	Social Policy and Social Legislation /	4	3	25	75	100
		SSSE059	Paper 5 Elective	Environmental Social Work					
21	IV	SSSE060	Paper 6 Elective	International Social Work	4	3	25	75	100
		SSSE061	Paper 6 Elective	International Human Resource Management					
22		SSSE062	Paper 7 Elective	Migration Issues and Human Security /	4	3	25	75	100
		SSSE063	Paper 7 Elective	NGOs and Development Practice					

SOFT SKILLS

S/N	Semester	Course Code		TITLE OF THE COURSE	Duration (Hours)	No. of Credits	Internal	External	Total
23		UOM S190	Paper 1 Soft Skill	Communication Skills – Skill Lab	2	2	25	75	100
24		UOM S	Paper 2 Soft Skill	Personal and Interpersonal Skills	2	2	25	75	100
25		UOM S191	Paper 3 Soft Skill	Leadership and Team Building Skills	2	2	25	75	100
26		UOM S028	Paper 4 Soft Skill	Creativity and Professional Skills	2	2	25	75	100

S.SENATE. SEPT'2022

APPENDIX – 37(S)
UNIVERSITY OF MADRAS
CHOICE BASED CREDIT SYSTEM

MASTER OF SOCIAL WORK
REVISED SYLLABUS
(w.e.f. 2022-2023)

Semester I	Core
Title of the Course:	SSSC 051 Social Work Profession-History and Philosophy
Credits:	4
Course Objectives	<ol style="list-style-type: none">1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession.2. To develop insights into the origin and development of Voluntary organization.3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training.4. To understand the evolution of social work according to the International and Indian perspective.5. To learn about the contributions of great social reformers in India.
Course Outcomes	<ol style="list-style-type: none">1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings.2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,

	<p>Hospitals and Factories.</p> <ol style="list-style-type: none"> The students are enriched with different school of thoughts and ideologies. The students imbibe great ideas from social reformers and their inspirable social movements. The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.
Pre-requisites, if any:	
Units	
I	<p>Historical Evolution of Social Work</p> <ul style="list-style-type: none"> International Perspectives: UK & USA Social Work in India: Socio-cultural and religious thought Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement, Christian Missionaries, Gandhian Social Work India as a Welfare State Contributions of Voluntary organisations
II	<p>Social Work Profession</p> <ul style="list-style-type: none"> Meaning & definition, basic concepts, goals and functions, methods and fields Origin and Growth in India: scope and status, International/ national bodies and forums Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC
III	<p>Social Work Ideologies, Theories and Approaches</p> <ul style="list-style-type: none"> Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice
IV	<p>Philosophy of Social Work Profession</p> <ul style="list-style-type: none"> Values, Beliefs and Principles of the Profession Code of Ethics: Evolution of Code of Ethics, IFSW & IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)
V	<p>International Social Work:</p> <ul style="list-style-type: none"> Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice

Books For Reference	<ul style="list-style-type: none"> • Cox David, ManoharPawar, International Social Work; Issues, Strategies and Programmes. New Delhi; Vistaar. 2006. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy. 2004. • Watson David (ed), Code of Ethics of Social Work- The Second Step. London: Routledge and Kegan Paul.1971. • Antony A. Vass, New Directions in Social Work- Social Work Core Knowledge Values and Skills. New Delhi: Sage, 1996. • Cox David, PawarManohar, International Social Work; Issues, Strategies and Programmes. New Delhi: Vistaar, 2006. • University Grants Commission, I and II Review Commission on Social Work Education. New Delhi: University Grants Commission, 1992. • Dominelli, L.D., Social Work: Theory and Practice for a Changing Profession. Cambridge: Policy Press, 2004. • Midgley, J., Social Work in International Context: Challenges and Opportunities for the 21st Century. In M. Reisch& E. Gambrill (Eds.), Social Work in the 21st Century (pp. 59-67). CA: Thousand Oaks, Pine Forge, 1997. • Payne, M., Modern Social Work Theory: A Critical Introduction, Hong Kong; Maxmillan Education, 1991. • Reisch Michael, Eileen Gambrill, Social Work in the 21st Century. New Delhi: Pine Forge Press, 1997.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course:	SSSC052 SOCIAL CASEWORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand Social Case Work as a method of Social Work and develop skills in Social Work practice. 2. To comprehend theory and models and apply them in direct practice with individuals. 3. To become aware of the scope of using the methods in various settings. 4. To better understand the Case work relationship for making the client to adjust with the social environment. 5. Different approaches increase the horizon of perspective towards dealing with client and their psycho-social problems.
Course Outcomes	<ol style="list-style-type: none"> 1. The students can use the principles and skills in their daily practice of case work relationship when dealing with the client to solve their psycho-social problems. 2. The students can use the techniques of counselling to fully understand the client's problem in a non-judgemental way to help them for better coping and adjusting with the social environment and human relations. 3. The outcome of the course is to develop the skills of Case worker for better studying about the history of client and their individualistic problems personally in a psycho-social manner. 4. The students come to understand about certain process framed in studying the client's psycho-social personality development for solving their problems. 5. Tools and techniques are used by the Case worker in the social institutional settings like schools, hospitals and communities for building Case worker relationship.
Pre-requisites, if any:	
Units	
I	Introduction to Working with Individuals <ul style="list-style-type: none"> • Historical development of Social Case Work as a Method of Social Work, Concept and Definition, Philosophy, Values, Principles, Skills and Components. • Case Work Relationship: Empathy, Skills in Building Relationship, Transference and Counter Transference, Difference between Casework, Counselling and Psychotherapy.
II	The Helping Process <ul style="list-style-type: none"> • Phase I- Psychosocial Study, Psychosocial Assessment • Phase II- Intervention Plan and Goal Setting, Intervention • Phase III- Termination, Evaluation and Follow up.

III	Models and Approaches <ul style="list-style-type: none"> • Psychoanalytic Approach, Psychosocial, Functional, Client Centered, Cognitive Behavioural Approach, Life Model, Task Centered, Strength Based, Evidence Based Approach, Ecological approach, Integrated Approach.
IV	Tools and Techniques in working with Individuals <ul style="list-style-type: none"> • Observation, Interviews, Home Visits, Collateral Contacts, Resource Mobilization, Referrals, Environment modification and Communication.
V	Case Work in different Settings and Recording <ul style="list-style-type: none"> • Case work in Hospitals, Schools, Communities, Institutional settings and Industry; Types of recording-verbatim, narrative, condensed, analytical, topical, summary recording.
Books For Reference	<ul style="list-style-type: none"> • Fischer, Joel. Effective Case Work Practice An Eclectic Approach. New York: Mc Graw Hill, 1978. • Upadhyay, R. K., Social Case Work. Jaipur: Rawat, 2003. • Vyas, A.A. New Directions in Social Work - Social Work Competencies - Core Knowledge, Values and Skills. Delhi: Sage, 1996. • Bhattacharya, Sanjay. Social Work, An Integrated Approach. NewDelhi: Deep & Deep, 2004. • DatarSudha, Ruma, Bawikar et al. Skill Training for Social Workers - A Manual. New Delhi: Sage, 2010. • Hamilton, Gordon, Theory & Practice of Social Case Work 2nd Edition. Jaipur: Rawat, Indian Reprint, 2013. • Hepworth, D.H. & J.A. Larsen. Direct Social Work Practice: Theory and Skills. Dorsey Press, 1993. • Mathew, Grace. An Introduction to Social Casework. Mumbai TISS, 1992. • Misra, P.D. & BeenaMisra. Social Work Profession in India. Lucknow: New Royal Book, 2004. • Trevithick, Pamela. Social Work Skills – A Practice Handbook. 2nd Edition. Jaipur: Rawat, 2009.

Methods of Assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	M	S	S
CO 2	S	M	M	M	M	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	M	M	S	M	M
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course:	SSSC053 SOCIAL GROUP WORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand Group Work as a method of Social Work and develop skills in practice. 2. To understand models and apply them in practice with groups. 3. To become aware of the scope of using the method in various settings. 4. To study about different types of groups by applying the concept of group spirit in achieving the target planned by the groups. 5. To learn about the purpose of group work is to engage the community for fulfilling their goals with group involvement.
Course Outcomes	<ol style="list-style-type: none"> 1. The students are able to learn the art of engaging the group for accomplishing their goal and motive. 2. The course will make the students to observe each phase of group work process that gives an idea about how the group formation and development occurs in it. 3. The course makes the students efficient in dealing with the group engagement and their motivation for helping them to achieve their group needs and desires. 4. The course enables the students to be an initiator, motivator and enabler for initiating group formation and achieving group objectives and goals. 5. The outcome of the course is to make the students into a capable and efficient social group work professional in conducting group activities.
Pre-requisites, if any:	
Units	
I	Introduction to Working with Groups <ul style="list-style-type: none"> • Historical development of Social Group Work as a Method, definition and meaning, purpose, objectives, values, skills, principles, use of groups in practice.
II	Types of Groups <ul style="list-style-type: none"> • Definition and characteristics of groups, importance of groups in human life, primary and secondary groups, formal and informal groups, open and closed groups, reference groups, treatment groups, task groups, developmental groups.

III	Phases of Group Work Process <ul style="list-style-type: none"> • Planning Phase: establishing purpose, assessing recruiting, orienting, contracting, preparing group environment. • Beginning Phase: Introduction, motivation, member feedback, defining purpose, objectives, goal setting, assessment • Middle Phase: preparing for meetings, structuring the group work, intervention strategies in groups-programme planning and implementation – meaning and principles of programme planning. Monitoring and evaluating group process • Ending Phase: preparing for termination; evaluation and feedback
IV	Group Processes and Dynamics <ul style="list-style-type: none"> • Stages in a group development; new comers, isolation, rejection, group-bond, sub groups, clique, gang, dyad, triad, group norms, membership, cohesiveness, group pressure, group morale, leadership, team building, decision making, problem solving, conflict management, communication in a group, role clarity, use of sociometry
V	Group Work Models and Practice in different settings <ul style="list-style-type: none"> • Social goals model, remedial model, reciprocal model, practice in different settings: hospital, school, community, industry and institutional setting, recording: importance of recording, skills required for recording in group work, types of recording in group work
Books For Reference	<ul style="list-style-type: none"> • Bhattacharya, Sanjay. Social Work an Integrated Approach. New Delhi: Deep & Deep, 2008. • Choudhary, Paul. Introduction to Social Work. Delhi :Atma Ram & Sons,1983. • Douglass, Tom. Group Processes in Social Work – A Theoretical Synthesis. New Delhi: Thomson, 1979. • Jha, Jainendra Kumar. Encyclopaedia of Social Work. New Delhi: Anmol,2001. • Balagopal, P.R .Vassil, T.V. Group in Social Work an Ecological Perspective. New York: Macmillan, 1983. • Doel, Mark &Sawda, Catherine. The Essentials of Group

	<p>Worker. London: Jessica Kingsley, 2003.</p> <ul style="list-style-type: none"> • Garvin, Charlesd.D.Gutierrez, Lorraine .M. Galinsky, Maeda. J. Handbook of Social Work with Groups. New York: The Guildford, 2006. • Johnson and Johnson. Joining Together: Group Theory and Group Skills. New Delhi: Premier, 1982. • Mark Doel.Using Group Work. London: Routledge, 2010. • Misra P.D. and BeenaMisra. Social Work Profession in India. Lucknow: New Royal,1979 • Trecker. Harleigh, B. Social Group Work- Principles and Practice. New York: Association Press, 1970. • Brandler, S.and Roman, C. P. (1999). Group Work Skills and Strategies for Effective Interventions. New York: The Haworth Press. • Toseland, R. W. and Rivas, R. (1984). An Introduction to Group Work Practice. New York: McMillian.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	S	M	S
CO 2	S	M	M	M	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	M	M	S	S
CO 5	M	S	S	S	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

Semester I	Core
Title of the Course	SSSC054 Field Work Practicum - I
Credits	6
General Objectives	<ol style="list-style-type: none"> 1. To get exposed to wider area of social realities at the micro level 2. To develop analytical and assessment skills of social problems at the level of individual, group and community and local, regional, national and international dimensions 3. To acquire documentation skills to ensure professional competence 4. To develop the right values and attitudes required for a professional social worker
Components	<ol style="list-style-type: none"> 1. Orientation 2. Practice Skill Laboratory 3. Observation Visits 4. Rural Camp

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	M	S	M	S	S	S	M	S	M	S
CO 2	S	S	M	S	S	M	S	M	S	S
CO 3	M	M	S	S	S	S	S	S	S	S
CO 4	M	S	S	M	M	S	M	S	M	M
CO 5	S	S	S	M	M	S	M	S	S	M

S-Strong

M – Medium

L- Low

Semester II	Core
Title of the Course:	SSSC055 COMMUNITY ORGANIZATION & SOCIAL ACTION
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand a community as a social system 2. To learn techniques and skills of CO as a method of Social Work 3. To understand methods and approaches in Community Organisation and Social Action 4. To learn about the various concepts of community organization to work efficiently for their development and growth 5. To learn the principles of community organization by handling community resources skillfully for the emancipation of communities welfare
Course Outcomes	<ol style="list-style-type: none"> 1. The course will provide knowledge about the community organization and its process that stimulates the student to actively participate in the community emancipation and development 2. The students will come to understand well about the communities characteristics and their livelihood that will enhance them to work for their betterment 3. The students can be able to learn how to approach the community and bring 'we' feeling among them to fulfil their basic unmet needs. 4. The course instil more values and principles of community organization among the students for making them a better social worker 5. The course teach different theories on community that make the students to have a holistic perspective towards community
Pre-requisites, if any:	
Units	
I	Community Meaning and definition, community as a social system; subsystems in community; types of communities and characteristics, theories of communities, community power structure: concept of community power, types, people's power-its place in communities community dynamics: integrative and disintegrative process; participative groups and groupism; factions and subgroups; minority groups; decision making and problem-solving processes
II	Community Organisation <ul style="list-style-type: none"> • Evolution of CO as a method in Social Work; • Community Organisation: definition, rationale, philosophy, principles, goals, scope of co in India, • Community organization models: J.Rothman, social planning, locality development and social action, Murray

	Ross-general content, specific content and process objective.
III	Process and Skills of Community of Organisation Analysis, study, assessment, discussions, organization, action, evaluation, modification, continuation Skills of CO worker - communication, training, consultation, organizing, enabling, facilitating, public relations, mobilizing, participatory skills, liasoning.
IV	Social Action as a Method of Social Work <ul style="list-style-type: none"> • Definition and meaning; aims and objectives, scope, social action as a method in Social Work, • Paradigm of five elements: causes, change agent, change target, change channels, change strategy; strategies and tactics for social action: channels topology, influence channels, responsive channels; strategies, power, persuasive, re-educative, reform and political change strategies; social worker as an activist, role and personality requirements; • Skills of a social activist - mediation, advocacy, negotiation, conflict-resolution
V	Models and Approaches to Social Action <ul style="list-style-type: none"> • Introduction to Models of Social Action- Paulo Freire- Pedagogy of the oppressed, Gandhi- Rural Reconstruction, Martin Luther King-Civil Rights Movement, Saul Alinsky-Radical Movement, Gene Sharp- Nonviolence revolutionary Movement. Introduction to Social Action Movements in India - Environmental movement (Narmada BachaoAndolan, Chipko Movement), Tribal Movements), Dalit Movements; Participatory methods and assessment-tools and techniques
Books For Reference	<ul style="list-style-type: none"> • Christopher A.J. & Thomas, William. New Delhi. Community Organisation and Social Action. New Delhi: Himalaya, 2009. • Gangrade K.D, Community Organisation in India. New Delhi: S Chand, 1972 • Harper Ernest B, Community Organisation in Action. New Delhi: Vikas,1973 • Walter A. Friedlander Hall, Concepts & Methods of Social Work. Delhi: Prentice Hall, 1977. • Zaltman, G. Philip Kotler, Ira Kaufman, Creating Social Change. Sydney: Holt Renchart& Winston, 1972. • Kramer Ralph M, Readings in Community Organisation Practice. Delhi: Prentice-Hall,1972. • McMillen Wayne, Community Organisation for Social Welfare, Chicago: The University of Chicago Press, 1952. • Dunham, A. E. (1958). Community Welfare Organization.

	<p>New York: Thomas Y. Crowell.</p> <ul style="list-style-type: none"> • Jodhka, S. (2001). Community and Identity: Contemporary Discourses on Culture and Politics in India. New Delhi: Sage. • Ross, M. G. with B.W. Lappin. (1955). Community Organization: Theory, Principles and Practice. New York: Harper and Row
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester II	Core
Title of the Course:	SSC056 SOCIAL WORK RESEARCH AND STATISTICS
Credits:	4
Course	1. To understand the nature, principles and methods of Social Work Research
Objectives	2. To develop the skills of independently conceptualising a problem and executing a research study 3. To understand and learn the application of appropriate statistical techniques in Social Work Research 4. To instil research inquest and investigation among the students on social work problems and its impact in various social institutions 5. To make the students a capable social work researcher in making new theories on social work problems and providing solution to it
Course Outcomes	1. The research work has undertaken by students to investigate deep into the topic of the research for finding out a beneficial result for the development of the society 2. The course will make the students to stimulate curiosity and inquest among them to better understand about the process and steps of research 3. The research work will help the students to work for the development and betterment of the society and for the growth of the large institutions and esteemed organizations 4. The course enhance the research capacity and deep investigation among the students on various social problems and its effect in the society 5. The outcome of the course is to know well about the research methodologies and its implications in doing the research activity on various social issue topics
Pre-requisites, if any:	
Units	
I	Social Research and Social Work Research Basic elements of scientific method; Social research and Social Work Research – definition, objectives, scope and limitations; scientific attitude, Ethics in Social Work research; quantitative and qualitative; Planning a research project: problem formulation, framing objectives, defining concepts, use of theorization in review of literature, variables: definition and function; assumptions – hypotheses, types of hypotheses

II	Research Designs Definition and Functions; Types of Designs: Survey, Case Study, Exploratory, Descriptive, Explanatory, Experimental, Evaluative, Single case evaluation, Census Study, Ex-Post Facto, Action and Participatory Designs; Applications and Limitations of various designs; Sampling Methods-Definition, Probability and Non-Probability Sampling: Sampling Error
III	Methods and Tools of Collecting Data Observation, types; Interview schedule, Interview guide, Questionnaire, Scaling techniques and types; reliability and validity of tools; factors affecting reliability, methods of determining reliability,
	Validity, types, data processing, manual and computerized data presentation; editing, coding, preparation of master sheet, tabulation and interpretation, report writing; research abstracts
IV	Overview of Qualitative Research Nature of qualitative research, assumptions, characteristics, tools of data collection – key informant, focus group discussion, participatory and rapid appraisal techniques; process of qualitative research, case analysis, social histories
V	Application of Statistics in Social Work Normal Distribution, Characteristics, Levels of Measurement, Measures of Central Tendency and their uses, Measures of Dispersion; use of graphs, Tests of significance, Hypothesis Testing, Type I and II error; Level of Confidence, Degrees of Freedom, Chi Square and t-Test; Measures of Correlation.
Books For Reference	<ul style="list-style-type: none"> • Gupta, S.P. Statistical Methods. New Delhi: Sultan Chand and Sons, 2003. • Kumar, Ranjit, Research Methodology. A Step-by-Step Guide for Beginners. London: Sage, 1996. • Lal Das, D.K., Designs of Social Research. Jaipur: Rawat, 2005. • Ramachandran P., Survey Research for Social Work, Bombay: Institute for Community Organisation Research, 1993. • Rubin, Allen and Earl, Babbie. Research Methods for Social Work. New Delhi: Cengage Learning, 2011. • Alston, Margaret and Wendy Bowles. Research for Social Workers – An Introduction to Methods. 2nd ed, Jaipur: 2003. • Bohrnstedt, George W. and David Knoke, Statistics for Social Data Analysis. 2nd ed., Illinois: Peacock, 1988. • Garrett, Henry E. Statistics – in Psychology and Education. New Delhi: Paragon, Indian Reprint, 2011. • Mark, Raymond. Research Made Simple – A Handbook for Social Workers. New Delhi: Sage, 1996. • Thakur, Devendra. Research Methodology in Social Sciences. New Delhi: Deep and Deep. 1993.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations,

Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	M	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	S	M	S	S
CO 5	M	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester II	Core
Title of the Course	SSSC057 Field Work Practicum – II
Credits	6
Objectives	<ol style="list-style-type: none"> 1. Acquire knowledge and practice related to social work intervention at the individual, group and community level in different fields. 2. To train students to practice social work from an ecological, development and integrated perspective 3. Develop skills for problem solving in work at the micro level and change at the macro level. 4. Provide concurrent opportunity for the integration of class-room learning and Field Practicum 5. Develop professional values and commitment and the professional ideal 6. Develop skills to effectively use the integrated approach to problem solving and enhance skills of intervention, at the micro and the macro levels of system in relation to the needs and problems of the client system. 7. Develop skills to organize people to meet their needs and solve their problems. 8. Use roles appropriate to work e.g. advocacy for child's right, human rights. 9. Develop an understanding of the pattern of behaviour of people – their strengths and their pathological behaviour. 10. Develop the ability to carry out tasks in relations to service delivery and programme management. Routine administration, staff supervision and training, prepare project proposals, time management, management by objectives and enhancing skills in documenting. 11. Recording skills to show interest, engagement in practice and enhanced growth as a practitioner 12. Develop the ability to make innovative contribution to the organization's functioning 13. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice 14. Develop the capacity to utilize instruction for enhancing and integrating field Practice 15. Utilize field instructions for enhancing and integrating professional growth 16. Make creative use of field instructions to evaluate mutual input 17. Utilize practice-based research to test effectiveness of specific aspects of Intervention 18. Weekly individual conference with Faculty and Agency Supervisor to enable integration of theory and practice
Components	Seminars and Viva –Voce to be conducted before the commencement of university Examinations

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	M	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	S	M	S	S	S	S	S	M	S

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER VIII
Title of the Course:	SSSC058 HUMAN RESOURCE MANAGEMENT – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. Gain knowledge about the Concepts, Principles and Strategies of HRD. 2. Understand the strategic role and efficient use of human resources. 3. Acquire the skills of implementing Strategic HR aiming at higher practices. 4. Enhance the potentiality of students in knowing about the various concepts of human resource development. 5. To provide the perspective of HR and its outlook among students.
Course Outcomes	<ol style="list-style-type: none"> 1. The students improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings 2. The students learn how to increase the talents and concentrate more on the talent development of the employees. 3. The students bring more growth to their organization by learning about the human resource development concepts and the expansion of business to other countries. 4. The outcome of the course is to make the students to become well verse in various management principles, techniques and skills for their overall development in their career. 5. The course provides practical knowledge of HR to students for implementing it during their internship period.
Pre-requisites, if any:	
Units	
I	Human Resource Management and Development <ul style="list-style-type: none"> • Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives, • Approaches & Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD): • Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)
II	<ul style="list-style-type: none"> • Approaches to Measuring Human Resources Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators
III	Talent Development <ul style="list-style-type: none"> • Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training: On

	the Job and Off the Job Training- Coaching Apprentices, Job Rotation
IV	Training & Development <ul style="list-style-type: none"> • Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.
V	Employee Empowerment <ul style="list-style-type: none"> • Concept, definition & objectives of employee empowerment – Prerequisites – Types & benefits – Strategies - Ways to employee empowerment – • Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship
Books For Reference	<ul style="list-style-type: none"> • DepTopomoy. 2010. Human Resource Development. Anne Books. New Delhi. • Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi • Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies. • ParathSarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi. • Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi. • Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai. • Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi. • Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi. • Sanjeev Kumar Singh, “Human Resource Development: HRD – IR Interface Approach,” Atlantic Publishers & Distributors, Delhi, 2008. • Silvera D.M., “Human Resource Development,’ The Indian Experience, New • India Publications, New Delhi, 1990. • Rao. T.V, “The HRD Missionary- Role and Functions of HRD managers & HRD Departments,” Oxford IBH Publishing Co., New Delhi, 1990 • Rao. T.V & Pereira D. F., “Recent Experiments in HRD”, Oxford & IBH Publishing Co., Delhi. • Rao. T.V., “Future of HRD”, Macmillan, Delhi.

	<ul style="list-style-type: none"> • Rao. T.V., “HRD Audit, Response Books, Delhi, 1999 • Suresh Vyas, “HRD Priorities”, Pointed publishers, Jaipur, 1988
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	S	S	M	S
CO 2	S	S	S	S	S	M	S	M	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	M	S	S	M	S	S	S
CO 5	S	M	S	M	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 RURAL COMMUNITY DEVELOPMENT
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To Understand the community as a method, its specific approaches and models. 2. To develop ability to utilize appropriate approaches and skills to work with communities 3. To develop sensitivity and commitment towards issues of marginalized and oppressed groups. 4. To understand the concepts of rural fragments and its various community development programmes. 5. To provide more knowledge on the concepts of historical development of rural community programmes and its impact in the society
Course Outcomes	<ol style="list-style-type: none"> 1. The course provides knowledge on the rural issues and its problems like landlessness, agrarian issues, migration and joblessness. 2. The concept of rural governance is about the panchayat raj system (local governance) which is described in separate constitutional amendments of Indian Constitution. 3. The students learn about the rural administration and its development. 4. The outcome of the course is to make the students more knowledgeable on various government related community development programmes and its impact on the overall development of the rural area. 5. The course make the students to work more efficiently in the rural community settings.
Pre-requisites, if any:	
Units	
I	Rural Community <ul style="list-style-type: none"> • Definition, types, characteristics, power structure; rural community issues: caste, rural poverty & indebtedness • Land related issues: Systems of land tenure, Land reforms, Land alienation, Landlessness, Agrarian Movements & Struggles, problems of agriculture laborer, marginal and small farmers. • Agro-based industries, rural marketing, urbanization, Industrialization, Globalization, migration and consequent social erosion.

II	Historical Development <ul style="list-style-type: none"> • Early pioneering period (Sriniketan, Marthandom, Guragon). • Probation trial period (Baroda, Etawah, Nilohkeri and Firka). • Five Year Plans and rural development; Critique of National and State Rural development programmes and policies Mahatma Gandhi • National Rural Employment Guarantee Act, 2005. Indira Awas Yojana, Pradhan Mantri Gram Sadak Yojna, PURA, Pradhan Mantri Gramodaya Yojana, NRHM (National Rural Health Mission)
III	Rural Community Development Definition, scope, objectives, philosophy process. Approaches- Identifying leaders, resources mobilization, activating and mobilizing people, organizing and working with groups, influencing, lobbying, facilitating, negotiating, cooperation
IV	Rural Administration <ul style="list-style-type: none"> • Rural Development Administration: Organization and administration of rural development from block to National level. • Components of block administration, development programmes and their coordination. Functions of BDO and other functionaries. Training for community development functionaries. • State Institute of Rural Development (SIRD) and National Institute of Rural Development (NIRD)
V	Rural Governance <ul style="list-style-type: none"> • Panchayat systems and local self-government in ancient India, Balwantrai Mehta and Ashok Mehta Committee reports. • Three-tier system, administrative set up and functions, finance and problems of Panchyati Raj, Tamil Nadu Panchayati Raj Act, 1994 and the 73rd amendment.

Books For Reference	<ul style="list-style-type: none"> • Agrwarl A.N (2001) Indian economy, nature, problems and progress, VikasBiraj, Prakash, New Delhi. • Dayal, Rajeshwar, (1974), C.D Programme in India, KitabMahalPvt, Ltd., • Desai, A.R., (1971), Rural Sociology, popular press,Bombay. • Desai, vasanth, (1994), Dynamics of entrepreneurial development, Himalayas publishing house, NEWDELHI. • Dudhashi, P.R.,(1977), Rural developmental Administration in India, popular press Mumbai. • Jain, S.C., (1985), Rural development institute and strategies, Rawatpublication. • Kartar Singh, (1986), Rural development-principles, policy and management, Sage publication, NewDelhi. • Michael Lipton, (1982), Why poor people remain poor, Heritage publication, New Delhi. • Mukerji, B.M (1961), Community development in India, Orient Longman,Chennai. • Ministry Reports, Planning Commission Reports.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

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	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	M	S	S	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper VIII
Title of the Course:	SSSC058 COMMUNITY HEALTH – MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To make the students to understand and practice in clinical setting among the various fields of social work. 2. To provide knowledge about the role of social worker in mental healthcentres and hospitals. 3. To equip the students on the concept of health and hygiene for enhancedfunctioning and the mental health of people. 4. To enlighten the students on the concept of nutrition and diet, thus creating a healthier society. 5. To enhance their knowledge on communicable and non-communicable diseases and taking preventive measures that decrease the effect on the society
Course Outcomes	<ol style="list-style-type: none"> 1. The students gain knowledge about the administration of the basic health facilities in the country. 2. The students become knowledgeable about the social work practice on health and hygiene situation in India. 3. The students enhance their knowledge on the concept of health and hygiene to alleviate the level of diseases in the country. 4. The students gain comprehensive and holistic knowledge on health and hygiene. 5. The students work for the mental well-being of the society.
Pre-requisites, if any:	
Units	
I	Concept of Health Definition of Health, Concept of Well being, Health Spectrum, Health indicators, Social Determinants of health; Hygiene, Sanitation and Health. Meaning of disease, sickness/illness, and
	Sick role; Definition of Public Health, Changing concepts in Public Health, Primary health care and Principles of Primary Health Care. Health Perspective - Human Development Index; The Millennium Development Goals & Sustainable Development Goals; Influence of Market focus on Community Health
II	UNIT –2: Communicable and Non – Communicable Diseases Causes, Prevention and Treatment: Communicable diseases and mode of transmission - HIV/AIDS, T.B, Hansen’s disease, Vector borne, Air borne and Water borne disease and Swine Flu; and Non – Communicable diseases - Diabetes, Cardiac diseases, Hepatitis and Cancer. Addiction and health: Alcoholism and Drug addiction – definition, characteristics and stages. Effects of addiction – the individual, family, health, social, economic, employment and moral

III	UNIT – 3: Maternal and Child Health Maternal and Child Health – Issues and problems, Gender and Health, definition and importance of IMR & MMR, Antenatal Intranatal and Post natal care; Breast feeding and its importance; Reproductive Health – Importance of Reproductive health; Family planning & its methods; Sex and Sexuality in terms of HIV/AIDS, LGBT; Sexual Reproductive Health Right.
IV	UNIT – 4: Food, Nutrition, Immunization & Health Food, Nutrition & Health: Concept of balanced diet, Malnutrition, Vitamin and Protein deficiency disorders; Poverty, Health and Human Rights; Immunization and Health.
V	Unit – 5: Health Care in India Health care systems in India - Administrative structure and functions of Primary Health Care centres (make a visit to PHC); Levels of Health Care-Primary, Secondary and Tertiary levels, NRHM, AYUSH. Health Education-Definition, Approaches, Models, Contents, Principles and practice of Health Education; Preventive, Curative and Social medicine
Books For Reference	Park J.E. & Park K. (2005), Textbook of Preventive and Social Medicine; M/s. BanarsidasBhanot, Jabalpur. 2. Banerjee (1998). Health Administration in a Metropolis; New Delhi: Abhinav Publications,. 3. Miller D.(1976). Dimensions of Community Health; Iowa : C. Brown Co. Publications. 4. Mohan Rao (1997) Disinvesting in Health – The World Bank’s Prescriptions for Health. 5. Nanda V.K. (1997). Health Education, Delhi: Anmol Publications. 6. Pandey .R. &Kanhare V. (1997). Activists Handbook of Occupational Health and Safety; Society for Participatory Research in Asia, Delhi. 7. Phillips D.R. (1994). Primary Health Care- Health and Health Care in the Third World.
	8. Pisharoti K.A, Thugnanasambandham C. Kapali V. &Parthasarathy T.K. (1986). Education for Better Health of Mother and Child in Primary Health Care. IUHE- EARB, Chennai. 9. Health for all now- The Peoples’ Health Source Book (2004) AID India; Chennai. 10. Sanjivi K.S. (1971)Planning India’s Health; Orient Longman, Chennai. 11. Smith.B.C. (1980) Community Health- An Epidemiological Approach, New York: McMillan Publishing Co.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	S	M	S	M	S	S
CO 2	S	M	S	M	S	S	S	S	S	M
CO 3	S	S	S	S	M	S	S	S	M	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER IX
Title of the Course:	SSSC059 LABOUR LEGISLATIONS – HRM
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. Gain knowledge about labour legislation and labour welfare. 2. Understand the legal provisions of labour welfare. 3. Acquire the skills of working with corporate sector. 4. The knowledge of labour legislation increases the students capability in dealing with the labour issues legally. 5. To enable the students to gain more knowledge on labour rights.
Course Outcomes	<ol style="list-style-type: none"> 1. The students learn about labour legislation which plays a major role in the function of any organization. 2. The knowledge about the functions of labour court, Industrial tribunal and National tribunal increases the awareness of students and aids them to face any litigation claim for the rights of the organizations. 3. The outcome of the course is to make the students knowledgeable on labour laws and its impact on the functions of the organization. 4. The course develops the quality of HR in students for becoming an efficient HR professional in their future career. 5. The course enables the students to develop it during the internship period and implement the concept of labour legislation in the field work settings.
Pre-requisites, if any:	
Units	
I	Concept and History of Labour Legislations <ul style="list-style-type: none"> • Origin and development; objectives and principles of labour laws; Labour legislations in the Indian Constitution, Industrial Jurisprudence, judicial activism in India; Impact of Liberalization and Globalization; Labour Policy of India; International Labour Organisation (ILO) and its role in labour welfare; Challenges in enacting and enforcing Labour Laws
II	Legislations related to Labour <ul style="list-style-type: none"> • The Factories Act 1948; The Tamil Nadu Shops and Establishment Act 1947; • New Legislation – Occupational Safety, Health and Working Conditions Code 2020
III	Legislations related to Industrial Relations and Wages <ul style="list-style-type: none"> • The Trade Union Act 1926, Industrial Employment Standing Order Act, 1946; The Industrial Dispute Act 1947; • New Legislation - The Industrial Relations Code 2020
IV	Social Security Legislations <ul style="list-style-type: none"> • Employees State Insurance Act 1948, Employees Provident Fund Act 1952, Payment of Gratuity Act 1972, Maternity

	Benefit Act 1961, Sexual Harassment of Women at Workplace (Prevention Prohibitions & Redressal) Act 2013; Unorganized Workers Social Securities Act, 2008 • New Legislation – Social Security Code 2020
V	Enforcement Authorities <ul style="list-style-type: none"> • Work Committees; Industry Conciliation officers; Board of Conciliation; Adjudication; Courts of Enquiry, Labour Court, Industrial Tribunal and National Tribunal; Powers of the Government – Procedures, Powers and Duties of enforcement authorities; Role of the Ministry of Labour and Employment
Books For Reference	<ul style="list-style-type: none"> • Babu Sharath and Rashmi Shetty. 2007, Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi. • Bhatia, 2008 Strategic Industrial Relations and Labour Laws, Deep and Deep Publications, New Delhi. • Jain J.N. and Ajay Bhola, 2009, Modern Industrial Relations and Labour Laws, Regal Publications, New Delhi. • Kapoor, N.D. 1993. Elements of Industrial Law. Sultan Chand & Sons. New Delhi. • Kapoor, N.D. 1995. Hand Book of Industrial Law. Sultan Chand & Company. New Delhi • M.R. Sreenivasan, 2006, Industrial Relations and Labour Legislations, Margham Publications, Chennai • Ramaswamy, E.A. & Uma Ramaswamy. 1981. Industry and Labour: An Introduction Oxford University Press. New Delhi. • Singh B. D. 2010, Industrial Relations and Labour Laws, Excel Books, New Delhi. • Srivastava S. C., 2014, Industrial Relations And Labour Laws, Vikas Publishing House Pvt. Ltd, New Delhi. • Tripathi, P.C. 1994. Personnel Management and Industrial Relations. Sultan Chand & Co. New Delhi. • Vaidyanathan, S. 1986. Factory Laws Applicable in Tamilnadu. Vols: 1,2,3. Madras Book Agency. Madras.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	M	S	S	M	S	M	S
CO 2	S	M	S	S	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	M	M	M	S	S	S	S	S
CO 5	M	S	S	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper IX
Title of the Course:	SSSC059 URBAN COMMUNITY DEVELOPMENT – CD
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To enable students to gain an understanding about the urban poor. 2. To develop sensitivity and commitment for working with the urban poor. 3. To expose students to skills and techniques of working with urban poor. 4. To provide knowledge on the urban community development models and its various approaches of creating impact in the urbanization. 5. To enlighten the students through studies about the life of urban people and their various issues and problems.
Course Outcomes	<ol style="list-style-type: none"> 1. The outcome of the course is to make the students aware of the life conditions of urban community and its difference prevailing in the urban societies. 2. The course provides knowledge about the urban community development programmes to the students and makes them to use it for their development. 3. The students learn about the gap between the rich and poor in the urban society which indicates the socio-economic inequity prevailing in the urban community. 4. The outcome of the course is to make the students become knowledgeable on the concept of urbanization
	5. The course makes the students aware about the various urban community development programmes.
Pre-requisites, if any:	
Units	
I	Basic Concepts <ul style="list-style-type: none"> • Concept of Urban, Urban Development, Urban Community Development, Urbanization. Urbanism, Differences between urban development and Urban Community Development. Principles and Approaches of UCD.
II	Slum <ul style="list-style-type: none"> • Definition, characteristics, types, causes and consequences of growth of slums. • Theory of slums, Power structure of Slums. The Tamil Nadu Slum Areas (Slum Clearance and Improvement) Act, 1971 – Policies, structure and functions of the Tamil Nadu Slum Clearance. • Problems of slum dwellers, squatter settlement dwellers, street children. – Programmes for the development of slum dwellers. Critical analysis of the Programmes and approaches.

III	Urban Community Development in India <ul style="list-style-type: none"> • Delhi and Hyderabad projects – Urban Community Development in Tamil Nadu – MUDP and TNUDP • Governmental agencies in Urban Community Development – structure and functions of the Tamil Nadu Housing Board, HUDCO, Corporation of Chennai, CMDA – Non-Governmental agencies in Urban Community Development.
IV	People's participation in Urban Community Development <ul style="list-style-type: none"> • Concept of involvement – importance and scope of people's participation – factors hindering promoting people's participation.
V	Conscientization <ul style="list-style-type: none"> • Goal setting, identifying and developing leadership, resource mobilization, human resource development resolving group conflicts, programme planning and service delivery, eliciting people's participation, monitoring and evaluation.
Books For Reference	<ul style="list-style-type: none"> • Ashish Bose, (1971), India's Urbanisation : 1990 – 2001, McGraw Hill, New Delhi. • Bhattacharya, B., (1979), Urban Development in India, Shree Publishing House, Delhi. • Bidyut Mohanty, (1993), Urbanization in Developing Countries Basic Services and Community Participation, ISS and Concept Publishing Co., New Delhi. • Clinard, Marshall, B., (1970, Slums and Urban Community Development, The Free Press, New York. • Desai, A.R. & Devadas Pillai (ed.) (1972), Slums and Urbanization, Popular Prakashan, Bombay. • Paul Wiebe, (1975), Social Life in an Indian Slum, Vikas Publishing House, Delhi.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	M	S	M
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester III	CORE PAPER IX
Title of the Course:	SSSC059 Mental Health - MPSW
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the concepts and historical development in the field of Psychiatry to the students. 2. To impart knowledge on the various psychiatric disorders and the role of Social Workers. 3. To make the students gain more knowledge about the mental health of the society. 4. To enhance the knowledge of the students on the mental health problems existing in our country. 5. To become well aware of the concepts of mental illness and its various disorders.
Course Outcomes	<ol style="list-style-type: none"> 1. The students gain knowledge on Emerging researches in Mental Health. 2. The students gain knowledge about the various behaviour disorders and childhood disorders. 3. The students enhance their knowledge about mental health disorders and take measures in creating a healthy society. 4. The students become aware of the concepts of normalcy and abnormal behaviour of people in the society. 5. The students are able to diagnose the disorders by practicing it in the hospital settings.
Pre-requisites, if any:	
Units	
I	Normality & Abnormality <ul style="list-style-type: none"> • Concept of Mental Health, Psychiatric Social Work, Community mental health and Community Psychiatry. Historical development of psychiatry as a field of specialization, Attitudes and beliefs pertaining to mental illness (Ancient, Medieval and modern times), Positive mental health as social capital; Scope and trends of Psychiatric Social work in India & Abroad, Mental health problems in India, Misconceptions about mental illnesses.
II	Classification & Assessment of Mental Health Disorders <ul style="list-style-type: none"> • Diagnostic statistical Manual-DSM-V, International classification of diseases-ICD-10, Psychiatric Assessment: Interviewing, Case history taking, Sources of intake, mental status examination, Formulation of psychosocial diagnosis, Use of computers in assessment
III	Psychiatric Illness & Disorders <ul style="list-style-type: none"> • Classification of Mental Disorders: Organic, Toxic (Drug Abuse), Functional • (Non-Organic) Organic Mental Disorders: Symptoms and Causes of Dementia, Delirium, other mental disorders due to brain damage and dysfunction and to physical disease. • Toxic: Symptoms of Mental and Behavioural disorders due to

	Psychoactive Substance Use. <ul style="list-style-type: none"> • Functional (Non Organic) Mental Disorders: Signs, Symptoms, Etiology, Management and types of Schizophrenia, Delusional Disorders, Mood (affective) Disorder, Neurotic stress related and Somatoform disorders and Personality Disorders
IV	Behavioural Disorders and Childhood Disorders: Behaviour disorders <ul style="list-style-type: none"> • Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Non Organic Sleep Disorders Common Mental Health Problems and Disorders in Children: Mental Retardation, Disorders of Psychological Development: Speech Disorder, Developmental disorders and Autism, Behavioural and Emotional disorders, Role of Psychiatric Social Workers, Limitations and difficulties faced in psychiatric social work practice
V	Research in Mental Health <ul style="list-style-type: none"> • Emerging research in mental health. WHO Evidence based researches in Mental Health. Difficulties in practice informed research & research informed practice. Analysis of Existing Policies related to Mental Health.
Books For Reference	<ul style="list-style-type: none"> • Coleman, James C. Abnormal Psychology and Modern Life. Bombay: Taporewala & Sons. • Eden, D. J. (1976). Mental Handicap – An introduction. London: George Allan and Unwin. • Edward. (1986). Understanding Mental Retardation. London: Cambridge University press. • Gajend, R. N. & Hudson, B. L. (1981). Current Themes in Psychiatric: John Wiley and Sons. • John, Howells G. (1971). Modern Perspective in International Child Psychiatry. New York: Brunner & Mazel publication. • Venkatesan, S. (2004). Children with developmental disabilities: Sage Publications

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	M	S	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	M	S
CO 5	S	M	M	S	S	M	M	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper X
Title of the Course:	SSSC060 SOCIAL WELFARE ADMINISTRATION
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To understand the environment and its impact on nature, structure and development of the social welfare administration of the organizations in corporate, public and voluntary sectors. 2. Understand policies and procedures involved in establishing and maintaining human service organization, need for change. 3. Acquire skills to network and participate in the management of resources – human material, environmental and network 4. To create awareness about the various concepts of management principles and techniques to students for becoming a professional HR 5. The knowledge of management principles makes the students highly skilled and professional in dealing with the social welfare administrative issues and its problems
Course Outcomes	<ol style="list-style-type: none"> 1. Gain knowledge about social welfare administration of service organizations. 2. Understand welfare programmes of the government. 3. Acquire the skill of establishing a human service organization. 4. The students will learn about the welfare of the employees by the labour welfare officer. 5. The knowledge of historical perspective of various organizations motivates the students to use it in their working organization.
Pre-requisites, if any: Units	
I	UNIT 1: Welfare State: Concept and relevance. Indian Constitution: Fundamental rights and Directive principles of State Policy- Social Policy and Planned social change. National Policy on Voluntary sector (2007).
II	UNIT 2: Social Welfare Administration- Concept, Features - Non-Government, Non-Profit making and self –governing organizations. Human Service Organizations by Orientation, by Levels of operation and by Focus. Major programmes of Central Social Welfare Board and State Social Welfare Board.
III	UNIT 3: Basic Administration Processes: Planning, Organizing, staffing and directing. Elements of Directing: Supervision, motivation, leadership, communication, monitoring and evaluation. Administrative skills – Writing reports, letters and minutes of meetings.
IV	UNIT 4: Finance Administration: Budgeting, accounting and auditing. Maintenance of books and accounts, financial documents and records. Mobilization of financial resources - Grants in Aid. Foreign Contribution and Regulation Act – 1976 and Amendments. Exemptions under Income tax Act: 80G, 35AC & 35 (1) (ia).

V	UNIT 5: Registering of an Organization: Procedures related to registering under Societies Registration Act 1860, Charitable Trust Act 1912 and Indian Companies Act 1956. Administrative Structure – Memorandum, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Case Study of a NGO with legal compliance and programme reporting.
Books For Reference	<ul style="list-style-type: none"> AnandSirohi. 2003 Encyclopedia of Social Welfare Modern Perspective on Social Welfare.New Delhi: Domain. Batra, Nitin. 2004. Administration of social Welfare in India. Jaipur. Raj Publishing House. Bhattachary, Sanjay. 2009. Social Work Administration and Development. New Delhi. Rawat Publication. Chowdhry, D.Paul. 1992. Social Welfare Administration. Atmaram and Sons. Encyclopaedia of Social Work. Vol I & III Also for Units IV & V Kohli, A.S & S.R. Sharma. 1998. Encyclopedia of Social Welfare and Administration. New Delhi. Anmol Publication. Patel, N Vinod&Rana, K, Girish.2007. Personnel Management. Jaipur. Oxford Book Company. Sarita Sharma, Basotia G. R. Popalia A.K. 1997. Management, Function, financial Planning and Policy. Kanishka Publishers. New Delhi.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	M	S	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	M	S	S	M	S
CO 5	S	M	M	S	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	Core Paper XI
Title of the Course	SSSC061 Field Work Practicum – III
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community. 2. To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies. 3. To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker. 4. To enable to work with disadvantaged groups in rural areas. 5. To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community. <p>Tasks:</p> <p>Administrative set up of Panchayati Raj Institutions (PRIs)</p>

	<p>Panchayat Raj members, their socio-economic and caste status Coordination of block level administrative personnel with elected person at different levels.</p> <p>Decision making process: type of problems that come before Panchayat Union and Village Panchayat, who initiates various development projects and process of assessing them. How decisions are made- manipulations, lobbying, pressure tactics used.</p> <p>Current Major Programmes, budget allocations for the programmes, methods of implementation, participation of people, impact of development and social justice.</p> <p>Application of the principles of Rural Community Development Application of methods of professional social work in rural setting.</p> <p>Identify/ study/ explore the rural problems covering the following aspects:</p> <ol style="list-style-type: none"> a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services. b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit). c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To make the students a highly specialized human resource management personnel with adequate management skills and efficiency to excel in his future HR career 2. To enable the students in learning the theoretical concepts of Management principles and techniques and providing practical experiential exposure to students on industrial settings. 3. To elevate the standard of students professionalism and efficiency towards HR practice and enlarge their scope and vision in their HR career. <p>Tasks:</p> <ol style="list-style-type: none"> 1. The students must visit the industrial settings on their assigned field work days to learn about the HR skills, techniques and principles 2. The students are evaluated by the respective faculty whether he/she has completed the field work days without missing any single day

	<p>3. The students are monitored regularly even by the industrial setting supervisor for their evaluation of the completion of field work days without fail</p> <p>4. The overall attendance of the students to field work visit is regularly and systematically monitored and evaluated by the respective faculty.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions.

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview.

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain.

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge.

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons.

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations.

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low.

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 DEVELOPMENT PLANNING
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To develop theoretical understanding of development and planning 2. To enable students to gain an understanding of the administrative machinery involved in development. 3. To provide knowledge on various methods strategies and development efforts. 4. To understand the role and contribution of professional social worker in the development.
	<ol style="list-style-type: none"> 5. To make the students to well understand about the concept of participatory planning in panchayat raj institution to work for the welfare and development of the rural people
Course Outcomes	<ol style="list-style-type: none"> 1. The course will enable the students to gain more knowledge on Development planning and its various models and approaches 2. The students will learn more on the historical development of cooperative movement and its effect in the formation of cooperative society 3. The course will concentrate on the development of deprived and backward sections of Indian society 4. The outcome of the course is to provide knowledge on development planning for making the students to work for the development of rural areas and bring welfare and implement social policy with more effect 5. The course make the students to set development plans for the splendid growth of rural areas and work for their emancipation and achieve sustainable development goals through the government initiated development planning models and approaches
Pre-requisites, if any:	
Units	
I	Development Planning <ul style="list-style-type: none"> • Planning – Concept – models, approaches – types planning process – need and importance of planning for development. • Development – definition – concepts; indicators – types – models, social development and planning as a major development thrust in India.
II	Participatory Planning <ul style="list-style-type: none"> • Participatory planning and development – history of participatory development in India – models and approaches – participatory planning in Panchayati Raj institutions.

III	Agriculture and Development <ul style="list-style-type: none"> Government's plan for Agricultural development – agricultural productivity – causes and problems of agriculture in India – marginal and small farmers agricultural problems and strategies to solve them.
IV	Co-operative Movement in India <ul style="list-style-type: none"> History, Principles – legislations planning to cooperatives – Role and achievements of cooperative – problems and limitations of cooperatives – problems and limitations of cooperatives – types of cooperatives – Role of Cooperatives to develop the poor.
	Development of SC & ST <ul style="list-style-type: none"> Concept, Definition of SC and ST, Constitutional
V	provisions, problems and programmes for development of SCs and STs– Central and State schemes – Role of Professional Social Workers, NGO's in the development of SCs& STs, Development initiatives for Migrants, Refugees and Displaced.
Books For Reference	<ul style="list-style-type: none"> Chakravarthy, Sukhamoy, (1996), Development Planning the Indian Experience, Oxford University Press. Cottrell, Stella, (2003), Skills for Success, The Personal Development Planning Handbook, Palgrave. Dahiya, S.B., (1988), Development Planning Models, Inter India. Kabra Kamal Nayan, (1997), Development Planning in India Exploring an Alternative Approach, Sage Publications, Delhi. Parman Mary, (1993), Development Planning in India, Reliance Publication.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 EMPLOYEE RELATIONS AND WELFARE
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To gain knowledge about trade unions 2. To understand functions and activities of trade unions and concepts related to Labour welfare 3. To acquire the skill of working with the workers and unions. 4. To provide knowledge on the concept of labour welfare and benefits provided to them 5. To make the students a well-disciplined professional labour welfare officer
Course Outcomes	<ol style="list-style-type: none"> 1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably 2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings 3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions 4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings 5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms
Pre-requisites, if any:	
Units	
I	Industrial Relations <ul style="list-style-type: none"> • Concept, characteristics, Industrial Relations at Plant and Shop Floor Level • Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation
II	Conciliation <ul style="list-style-type: none"> • Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes. • Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary • Administration: Definition wage theories, types, wage determination: structure, differentials.
III	Collective Bargaining <ul style="list-style-type: none"> • Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.
IV	Labor Welfare <ul style="list-style-type: none"> • Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of

	<p>labour welfare in India.</p> <ul style="list-style-type: none"> • Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.
V	<p>Employee Empowerment</p> <ul style="list-style-type: none"> • Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management
Books For Reference	<ul style="list-style-type: none"> • Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi & Co. • Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press. • Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay. • Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam, • Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay. • Nirmal Singh & Bhatia, 2000, Industrial Relations & Collective Bargaining, Dehorah Prayer Group. • Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras. • Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications. • BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications. • Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications. • Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi. • MamkootamKuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi. • Michael Armstrong ,2011, Strategic Human Resource Management (4th Ed), Kogan Page India Pvt Ltd, New Delhi • Puneekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay. • Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,1ed Anurag Jain for Excel Books, New Delhi

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XII
Title of the Course:	SSSC062 MEDICAL SOCIAL WORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To introduce the historical developments of social work in medical settings, existing status and its development. 2. To highlight a holistic and integrated approach to social work practice in the field of Health. 3. To provide adequate knowledge on the concept of medical social work to prepare them for the hospital settings 4. To enlighten the students on the concept of psycho-social implication of mental disability and its effect in the society 5. To develop the students knowledge on the area of hospital management and its administrative procedures
Course Outcomes	<ol style="list-style-type: none"> 1. The Students will develop a deeper understanding of common Physical Diseases and Health problems of the Community 2. The Students will gain the capacity to perceive the relation of Environment and Socio Cultural and Psychological factors in the causation, treatment and prevention of diseases 3. The students can be well able to understand the concepts of role of medical social worker and their immense importance is needed in the hospital settings 4. The students can adequately work for the mental health of the society and make it a mentally happier society 5. The students can well study about the needs and problems of patients in their families and can give effective solution to their problems
Pre-requisites, if any:	
Units	
I	Medical Social Work <ul style="list-style-type: none"> • Definition, concept, objectives, its nature, need and scope; the roles and functions of a medical social worker; historical development in India and abroad; medical sociology and its relevance to medical social work practice; practice of social work methods in hospital settings: their need and importance in working with patients and families: scope and limitations of practice
II	Psychological, Social and Economic Implications of Illness and Disability <ul style="list-style-type: none"> • For the patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary team work: need, importance, and principles; role of social worker as a member of the team

III	The Hospital as a Formal Organisation <ul style="list-style-type: none"> • Its goals, technology, structure and functions, departments, administrative procedures, implications of hospitalisation for the patient and his family; medical social work department: staffing, organisation and functions; extension services; public relations
IV	Impairment, Disability and Handicap <ul style="list-style-type: none"> • Causes, types and classification of physical handicaps: orthopaedic disability, visual handicap, aural impairment and speech disability; psychosocial problems and implications for each specific handicap and role of the medical social worker in intervention; physical medicine, physiotherapy and occupational therapy: objectives and types; • Rehabilitation: definition, concept, principles, and process; role of the medical social worker in rehabilitation planning, resource mobilisation, and follow-up
Specific Needs and Problems of Patients and their Families	
V	<ul style="list-style-type: none"> • Need for assistance and role of the medical social worker in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, abortion clinic, family planning centre, std clinic, HIV clinic, orthopedic department, cardiology department, blood bank, TB sanatorium and cancer hospitals, training of the volunteers to work with the chronically ill in the community, and special focus on rural/tribal areas
Books For Reference	<ul style="list-style-type: none"> • Bartlett, Harriett Moulton. (1961). Social work practice in the health field. Natl Assn of Social Workers Pr, • Codey, Carol H. (1951). Social aspects of illness. W.B. Saunders Com., • Field, Minna. (1967). "Patients are people." A Medical Social approach to prolonged illness, • Goldstine, Dora. (1955). Expanding horizons in medical social work. University of Chicago Press, • Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." (1950). • Hamilton, Kenneth W. (1950). "Counseling the handicapped in the rehabilitation process." Hubschman, Lynn. 1983.,

Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	M	S	M	S
CO 2	S	M	S	M	S	M	S	S	S	S
CO 3	S	S	S	S	M	S	S	S	S	S
CO 4	M	M	M	S	S	S	S	S	S	S
CO 5	M	M	S	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To help students gain knowledge on the dynamics of human behavior in the organization setup. 2. To enable students to gain understanding on the factors influencing human behavior in organization 3. To help students to build knowledge and develop skill in implementation of OD practices 4. To teach the students about the concept of organization development and make them to well train on it for bringing effective change in the industrial settings 5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization
Course Outcomes	<ol style="list-style-type: none"> 1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization 2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings 3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques 4. The course make the students to well understand about these concepts for making them a highly efficient professional HR 5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically
Pre-requisites, if any:	
Units	
I	Introduction to Organization Behavior <ul style="list-style-type: none"> • History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB. • Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)
II	Key Pillars of Organization Behavior <ul style="list-style-type: none"> • Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process

	<p>theories (Vroom, Porter & Lawler) and Contemporary theories (Equity theory, Attribution theory).</p> <ul style="list-style-type: none"> • Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [OhioState studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.
III	<p>Foundations of Organization Behavior</p> <ul style="list-style-type: none"> • Organization Structure (Concept, elements, Organisational designs and employee behaviour) • Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.
IV	<p>Organization Development</p> <ul style="list-style-type: none"> • Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.
V	<p>OD Interventions</p> <ul style="list-style-type: none"> • Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management • Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.
Books For Reference	<ul style="list-style-type: none"> • Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi. • Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998. • Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House. • Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994 • John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) McGraw Hill, New York, 1997. • Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell, Jr • Management of change and organizational development – innovative Approach –Bhatia S.K. • Organization Development – Interventions and Strategies –

	<p>Ramnarayan, T.V.Rao, Kuldeep Singh.</p> <ul style="list-style-type: none"> • Organizational Development and Change – Comings & Worley • Training for Organizational Transformation – Rolf P. Lynton, PareekUdai. • Dwivedi, R.S. (1982), Management of Human Resources, Oxford PublishingCo., Bombay. • France, Wemdel and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi. • Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd.,Singapore. • Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co.,Bombay. • Ouchi, William, (1981), Theory Z, Avon Books, New York. • Pareekh, Udai, (1998), Organizational Behaviour& Process, Rawat Publications, Jaipur. • Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hall of India Ltd, New Delhi. • Szilagyi, Andrew & Marc Wallance, (1997), Organizational Behaviour& • Performance, Scott Foresman and Co., London.
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Methods of assessment:

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Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 ENTREPRENEURSHIP DEVELOPMENT
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To enable students comprehend the role of entrepreneurship in economic development 2. To provide an understanding, nature and process of entrepreneurship development 3. To motivate the students to innovate and develop entrepreneurial initiatives 4. To make the students to well develop them for the initiation of entrepreneurship start-ups 5. To develop the entrepreneurship skills for progressing in their business career
Course Outcomes	<ol style="list-style-type: none"> 1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur 2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship 3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups 4. The course make the students to know about the significance of entrepreneurship and its characteristics for elevating the position of student to upcoming entrepreneur 5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country
Pre-requisites, if any:	
Units	
I	Evolution of Entrepreneurship <ul style="list-style-type: none"> • Concept, Meaning, Nature, Elements, Interactive Process. • Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.
II	Developing the Entrepreneurship Plan <ul style="list-style-type: none"> • Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning
III	Managing Entrepreneurship Growth <ul style="list-style-type: none"> • Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks
IV	Entrepreneurship Personality characteristics <ul style="list-style-type: none"> • Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure –

	preparation of project proposal.
V	Small Scale Industry <ul style="list-style-type: none"> Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.
Books For Reference	<ul style="list-style-type: none"> Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas. Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas. Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London. Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi. Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIII
Title of the Course:	SSSC063 PSYCHIATRIC SOCIALWORK
Credits:	4
Course Objectives	<ol style="list-style-type: none"> 1. To develop the knowledge of psychosocial treatment methods for person with emotional disorders. 2. To acquire knowledge and skill in the practice of community psychiatry and rehabilitation 3. To gain knowledge on the historical development of psychiatric social work and its importance in the current society 4. To make the students to well know about the magnitude of mental illness problems in the society 5. To enhance the students knowledge on the concept of psychological intervention provided to the mental ill patients
Course Outcomes	<ol style="list-style-type: none"> 1. The students can be enriched with knowledge on institutional and extra mural approaches to provision of mental health services. 2. The students can acquire the skill to understand the various settings in psychiatry 3. The students can use the various psychological treatment methods for different mentally affected disorder patients 4. The students can use the psychological therapies for curing the mental illness to make the society more healthier 5. The students can acquire specific knowledge on the policies and legislations of mental health in India 6.
Pre-requisites, if any:	
Units	
I	Psychiatric Social Work <ul style="list-style-type: none"> • An Introduction Definition, Scope, Historical Development, Magnitude of mental health problems among men, women, aged, socio -economically disadvantaged in urban and rural population and the mental health issues due to disaster: • Treatment for the mentally ill patients : Psychological intervention, individual interventions, family interventions, group intervention and medication
II	Psychological Treatment Methods <ul style="list-style-type: none"> • Psychotherapy, supportive therapy, Re-educative and Reconstructive psychotherapy, Behaviour therapy, CBT,ERP or EX/RP, Psycho-analysis, Client centered therapy, Reality therapy, Gestalt therapy, Rational emotive therapy, Logo therapy, Hypnosis and Abreaction.
III	Psychological Therapies <ul style="list-style-type: none"> • Group Therapy, Transactional Analysis, Marital Therapy, Family Therapy, Recreational and Relaxation Therapies, Occupational Therapy and Psychiatric Rehabilitation
	Psychiatric Social Work Practice

IV	<ul style="list-style-type: none"> • Role of Psychiatric Social Worker in half way homes , Day care centers, Child guidance clinic, De-addiction, Suicide prevention, Community mental health programmes; Admission and discharge procedures in a Psychiatric Hospital.
V	<p>Mental Health Care Policies and Legislations</p> <ul style="list-style-type: none"> • Policies and legislations related to mental health in India: National Mental health Policy for India; Present mental health care services; Identification of needs
Books For Reference	<ul style="list-style-type: none"> • Bhugra ,Gopinath, Vikram Patel, (2005) Handbook of Psychiatry- A South Asian Perspective.Mumbai: Byword Viva Publishers Pvt. Ltd. • Harper A. Robert . (1975).The New Psycho therapies.New Jersey Prentice Hall, INC. • Kaplan , Harold, I., Sadock, B.J., (1989). <i>Comprehensive Text Book of Psychiatry</i>. London: Williams & Wilkins • Mane &Gandevia. (1998). <i>Mental Health in India: Issues and Concerns</i>.Mumbai: Tata Institute of Social Sciences. • Verma, Ratna. (1991).<i>Psychiatric Social work in India</i>. New Delhi: Sage Pub • WHO, (2004) <i>The ICD-10 Classification of Mental and Behavioral Disorders, Diagnostic Criteria for Research</i>.Delhi: AITBS Publishers and Distributors. • Windy, Dryden. (2002). <i>Handbook of Individual Therapy</i>.New Delhi: Sage Publications.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	S	S	S	S
CO 5	S	M	M	S	M	M	M	S	M	S

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XIV
Title of the Course	SSSC064 Field Work Practicum – IV
Credits	6
Community Development	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To focus on urban community life pattern – its social, economic, political and cultural aspects with specific focus to informal settlements, their needs and problems 2. To develop skills in identifying and utilizing urban community resources both governmental and non-governmental agencies 3. To sharpen the urban community development skills such as influencing grass root urban leaders, rapport building, organizing, resource mobilization, recording, advocacy and lobbying 4. To develop skills in communicating, fact finding, fund raising, budgeting, report writing, urban community project formulation, management, appraisal and evaluation 5. To help the trainee gain insight into the components of Urban Community Development 6. To enhance competencies to assess and analyze urban problems, needs and service delivery. 7. To enhance the capacity to recognize the linkage between urban community development and the practices in the field in terms of policy and programmes. <p>Tasks:</p> <ol style="list-style-type: none"> 1. Observation visit to urban community / slums (informal settlements) 2. Analysis of their socio-economic conditions 3. Application of the principles of Urban community development 4. Application of professional social work methods in urban setting 5. Organizing and mobilizing urban community/ slums in participatory mechanisms/ structures 6. Identify/ study/ explore the urban problems covering the following aspects: <ol style="list-style-type: none"> a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, grass root urban leadership, occupation, housing, available social services etc. b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned

	<p>with the problem</p> <p>c) The problem as perceived by the i) urban community/ slum / client system ii) urban local body iii) field work agency and iv) professional social work trainee</p>
Human Resource Management	<p>Objectives:</p> <ol style="list-style-type: none"> 1. To practically understand the concept of Industrial Relations and to acquire the related competencies 2. To familiarize with the Labor Legislations 3. To learn to apply the various methods of Social Work in various Industrial Settings 4. To observe the application of various Labor Welfare measures 5. To observe the practice of current trends in HR 6. To provide opportunity for the integration of class room learning and field practice 7. To acquire human resource management skills 8. To observe the CSR activities 9. To develop skills to organize people to meet their needs and solve their problems 10. To make innovative contributions to the organization functioning 11. To represent HR profession in inter disciplinary terms 12. To carry out application oriented mini – research projects 13. To utilize field instructions for enhancing and integrating professional growth in Human Resource <p>Tasks:</p> <p>I Organizational Profile History of the Agency, Organisation Chart, The Products/ Services, Branches/ Units, Workforce, Line and staff management, Structure and functions of the Human Resource Department</p> <p>II Areas of Personnel Functions Manpower Planning (Need Analysis) Recruitment (Advertisement/ Consultancies /Campus /Other Bureaus/ Sources) Types of Employees (Contract/ Temporary/ Permanent/ Part-Time) Selection (Interview/ Written Test /Group Discussion / Physical examination Induction and Placement, Promotion and Transfer Training and Development (Need Analysis/ Types/Outsourcing) Disengagement - Retention, Resignation/ Termination and Retirement (Exit Interviews) Time Office (Daily Attendance/ Swiping Cards/ Attendance Register) Hours of Work (Time In/Break/ Movement Register/Period of Rest/ Time Out) Leave and Holidays (Casual Leave/ Medical Leave/ National and Festival Holidays etc.) Wage and Salary Administration (Daily/ Monthly/ Hourly/ Time- Rate/ Piece- Rate)</p>

	<p>Social Security Benefits (Social Insurance/ Social Assistance) Employee Service Register, Communication Employee Appraisal (Ranking/ Free Essay/ 360-degree Appraisal), Balance Score Card, Succession Planning</p> <p>III Industrial Relations Functions</p> <p>IR at Shop Floor & Plant Level (Works Committee/ Joint Production Committee/ Joint Management Councils Grievance Handling - Grievance Settlement Procedure Works Standing Orders (Employee Discipline/ Domestic Enquiry/Absenteeism/ Alcoholism/ Punishment) Employers' Association, Trade Unions, Collective Bargaining - The Agreements, Strikes, Lock- Outs and Retrenchment</p> <p>IV Labor Welfare Measures Intra Mural and Extra Mural - Statutory and Non Statutory Measures (Housing/ Crèche/ Canteen/ Credit and Consumer Co-operatives) Safety and Accident Prevention, Industrial Health and Hygiene (Occupational Diseases/Hazards), Industrial Mental Health (Screening and Detection/ Stress/ Fatigue/ Burn Out), Employee Counseling Workers' Education, Recreation, Other Welfare Measures</p> <p>V Labour Legislations Legislations applicable to the Organisation</p> <p>VI Others 1. TQM, ISO, Use of OD Techniques, CSR Activities.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	M	S
CO 5	S	M	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	Core Paper XV
Title of the Course	SSSC065 DISSERTATION
Credits	4
Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or some aspects of the field of specialization chosen by him / her. A student is required to submit two copies of the project report to the college on or before March 31st, of which the college should forward one copy to the University at least 15 days before to commencement of examinations.	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	M	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	M	M	S	S	S
CO 5	S	M	S	M	S	S	M	S	S	S

S-Strong

M – Medium

L- Low

Semester IV	
Title of the Course	BLOCK PLACEMENT / INTERNSHIP
Credits	2
<p>After satisfactory completion of concurrent field work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full- time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum. It carries two credits.</p>	
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Develop enhanced practice skill and integrate learning 2. Develop greater understanding of reality situations through involvement in day to day work 3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme 4. Enhance awareness of self in the role of a Professional Social Worker 	
Duration: 1 month	

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	S	S	M	M	S
CO 2	S	S	S	S	M	M	S	S	M	S
CO 3	S	S	S	S	M	M	S	S	S	S
CO 4	S	S	S	M	S	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	M	M

S-Strong

M – Medium

L- Low

Semester I	Elective (Compulsory)
Title of the Course:	SSSE051 SOCIOLOGY AND PSYCHOLOGY FOR SOCIAL WORK PRACTICE - I
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To give an understanding of concepts in Psychology and Sociology relevant to Social Work. 2. To understand the various stages of Human Growth and Development. 3. To enable the student to gain knowledge about the society and its dynamism 4. To learn the theories of psychology to understand about its different approaches in dealing with individuals psychic behaviour and mind 5. To learn about the sociological theories for understanding well about the social structures, systems and different institutions making great impact in the evolution of human society
Course Outcomes	<ol style="list-style-type: none"> 1. The outcome of the course is to get knowledge in regarding to the psychological development of the individual in respect of brain development and its intelligence 2. The students can understand well about the psychological theories which will help in looking over through the perspective of psychological aspect 3. Sociological perspective is also included to gain knowledge about the varied social institutions and social structures that make a great impact in the societies development 4. The course enable the students to know more about the important concepts of developmental psychology for creating the psychological perspective among them 5. The course make the students to be a practical social worker by knowing the various concepts of sociology and psychology
Pre-requisites, if any:	
Units	
I	Developmental Psychology Definition, fields of Psychology; Definition and characteristics of behaviour; Relevance of Psychology to Social Work Practice Growth and development of the individual – principles of development, stages of human growth and development, needs, tasks, changes and problems in every stage, emphasis on socio-

	cultural factors influencing development; Influence of heredity and environment.
II	Theories Related to Personality Personality: Definition and nature of Personality, Psycho-Dynamic approach (Freud), Humanistic approach (Carl Roger and Maslow's) Psycho Social approach (Erik Erikson), Cognitive Development (Piaget), Moral Development (Kholberg), Social learning theory (Bandura)
III	Understanding Behaviour and Mental Health <ul style="list-style-type: none"> • Sensation, Perception and learning (Classical and Operant learning theories) • Memory process: Registration, retention and recall • Intelligence – factors influencing intelligence, Mental Health; Mental Illness; Classification of minor and major mental illness, ICD 10 - Outline of common mental disorders, and Mental Retardation
IV	Fundamentals of Sociology <ul style="list-style-type: none"> • Meaning, scope, significance and relevance, • Basic sociological concepts: society-meaning, definition, types, structure, characteristics of society, community, social groups; association and institution • Social structure and functions of social institutions - marriage, family, kinship, caste, religion and education • Socialization: process and agents. • Social control: concept, types and functions, • Agents of social control: kinship, religion, law, education, traditions and customs. • Social change: definition and meaning, urbanization, industrialization, westernization, sanskritisation, secularization, cultural lag and ethnocentrism.
V	Social Movements in India Concept and characteristics, Social movements - peasant, tribal, Dalits, backward class, women, minority groups, working class and student; social change in India, social movements. Social issues in India; concept, issues and causes, approaches in responding to issues: corruption, malnourishment, child abuse, violence against women & sexual minorities human trafficking, communalism, terrorism and environment degradation. current social issues, role of social worker
Books For Reference	<ul style="list-style-type: none"> • Bhatia, Hansraj, Elements of Social Psychology, Somaiya Publications, Bombay, 1970 • Christensen, I.P., Psychology, BIOS Scientific Publications, New York, 2001 • Engler, Barbara, Personality Theories- An Introduction, 3rd edition, Houghton Muffin, Company,

	<p>Boston, 1991</p> <ul style="list-style-type: none"> • Gardner Murphy, An Introduction to Psychology, Oxford and IBH Publishing and Co., Calcutta, 1964. • Morgan, Clifford, T, Introduction to Psychology, McGraw-Hill Book Company- New York, 1986 • Robert A. Baron, 2001, Psychology, Prentice Hall of India Pvt., Ltd., New Delhi. • Verma, R.M. 2003, Foundation in Psychology, Common Wealth Publishers, New Delhi • Abhijit Dasgupta, 2012, On The Margins: Tribes, Castes And Other Social Categories (Fourth), Sage Publications, New Delhi • Anthony Giddens, 1998, Sociology (Third), Polity Press, London • Sachdev D.R. And Vidhya Bhushan, 2006, Introduction To Sociology, Kitab Mahal, Allahabad • Frank N Magill, 1995, International Encyclopedia of Sociology, British Library, England • Jainendra Kumar Jha, 2002, Basic Principles of Developmental Sociology, Anmol Publications, New Delhi • Khare R.S., 2006, Caste, Hierarchy, Individualism, Oxford University Press, New Delhi • Mohanty B. B., 2012, Agrarian Change and Mobilization, Sage Publications, New Delhi • Sahu D.R., 2012, Sociology Of Social Movement, Sage Publications, New Delhi • Shanger Rao C. N, 2012, Sociology Principles of Sociology With An Introduction To Social Thought, S Chand And Company, New Delhi.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	S	M	S	S	M	S
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	S	M
CO 5	S	S	M	S	S	S	S	M	S	M

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - II
Title of the Course:	SSSE052 DISASTER RISK REDUCTION
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop an understanding of eco system equilibrium and dis-equilibrium 2. To develop skills to analyze the factors contributing to disaster 3. To develop and understanding of the process of Disaster Management 4. To understand well about the effects of disaster on human lives and their living conditions 5. To enhance the knowledge on the disaster management techniques to cope effectively when disaster occurs
Course Outcomes	<ol style="list-style-type: none"> 1. The students can learn about the mitigation measures carried out by the Rescue force when disaster occurs 2. The disasters occurring make the students to learn about its different types and its effect making a huge impact on the lives of so many people 3. The students must learn how to rehabilitate the disaster affected people 4. The students will learn to protect them from disaster whether it is man-made or natural 5. The course enable the students capacity to cope effectively when any disaster affect their living conditions and livelihood
Pre-requisites, if any:	
Units	
I	Concept and Definition <ul style="list-style-type: none"> • Basic disaster aspects, types of disaster – natural, instantaneous, creeping, technological disasters and their interaction. Refugees/ Repatriates-Issues and concerns of causes of disasters; Principles of Disaster Management
II	Disaster Management cycle <ul style="list-style-type: none"> • Prevention, mitigation, preparedness, response, recovery and rehabilitation.
	<ul style="list-style-type: none"> • Stages in Disaster – pre, during and post disaster, Psycho social aspects of disaster; • Disaster Management Cycle: Prevention, Mitigation, Preparedness, Response, Recovery and Rehabilitation
III	Disaster Mitigation <ul style="list-style-type: none"> • Guiding principles of mitigation, • Problem areas – mitigation measures, risk management, vulnerability analysis, cost – effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes

IV	Disaster Management <ul style="list-style-type: none"> Disaster Management Authority Act, 2005 – Importance and special features. Management Policy / Legislation, Relief, Recovery (Rehabilitation management policy, legislation), National / International resources (funding agencies) Intervening parties – Government, Voluntary organization, Local groups – Community participation, volunteers, social workers.
V	Stress management of Emergency workers <ul style="list-style-type: none"> Role of the Social Worker in Disaster Management Implications of the HUGO model, Intersectional approaches in Utilization of resources / training and public awareness
Books For Reference	<ul style="list-style-type: none"> Bose, B.C Disaster Management in India, New Delhi, Rajat Publication. 2007 Goel S.L Encyclopedia of Disaster Management, New Delhi, Deep & deep Publications Pvt. Ltd, 2005 Goel S.L Disaster Management Organisations and Management of Health Management of Human Being and Animals, New Delhi, Deep & Deep Publications. 2001 Prabhas, Chandra, Sinha Disaster Management Process, Law, Policy & Strategy, New Delhi, SBS.Publications, 2006 Prabhas, Chandra, Sinha Disaster Mitigation, Preparedness, Recovery & Response, New Delhi, SBS Publications. 2006 Sanjay, K. Roy Refugees and Human Rights, Jaipur, Rawat Publications, 2001 Singh, R.B Disaster Management, Jaipur, Rawat Publications. 2000 Verma, K, Manish, Development, Displacement and Resettlement, Jaipur, Rawat Publications. 2004

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or

Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	M	M	S	S	M	M
CO 2	S	M	S	M	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	M	M	S	S	S	S
CO 5	M	S	M	S	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - III
Title of the Course:	SSSE052 COUNSELLING – THEORY AND PRACTICE
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop a basic understanding of theory and skills in counselling 2. To learn the different approaches and to develop an eclectic approach to counselling 3. To integrate counselling skills in Social work practice 4. To enable the students in knowing about the techniques of providing psycho-social therapy to clients 5. To make the students in learning the art of counselling to solve the psycho-social maladjustment problems
Course Outcomes	<ol style="list-style-type: none"> 1. The students can learn the theory of counselling and can apply it in their practical work settings 2. The different approaches of counselling can emancipate the standard of students ability and capacity in solving the clients problems 3. The techniques and skills of counselling can ensure the students to apply it in their daily practical life 4. The various approaches and theories of counselling bring new perspective and outlook to students in solving the individuals coping issues 5. The outcome of the course is to make the students a capable and efficient counsellor in providing effective counselling therapy to clients
Pre-requisites, if any:	
Units	
I	Concept of Counselling <ul style="list-style-type: none"> • Definition, principles and goals; factors influencing counselling process; Counsellor as a professional: attitudes, values, beliefs, relationship, burn-out stress management, self-renewal. • Client as a person: voluntary and non – voluntary client, expectations, client’s behaviour.
II	Different Approaches of Counselling: <ul style="list-style-type: none"> • Approaches: Over view of alternate approaches: yoga, meditation, storytelling, art therapy, psychodrama, medical clowning, laughter therapy, movement therapy. Need for Eclectic approach to counselling
III	Types and Techniques to Counselling <ul style="list-style-type: none"> • Types: directive counselling, non-directive counselling, individual counselling, group counselling, community counselling, peer counselling. • Counselling Techniques: Initiating contact, intake, rapport building, establishing structure, interaction, attending behaviour, observation and responding, SOLER

IV	<p>The Egan Model of Counselling:</p> <p>Stage- 1: Problem exploration and clarification- Part I – Attending & listening, orienting oneself to the present, Micro skills- active listening- verbal and non-verbal messages and behaviour; Part II – Helper’s response and clients self-exploration, Helper’s skills- accurate empathy (primary level), respect, genuineness, concreteness, Clients’ skills – self exploration</p> <p>Stage- 2: Integrative understanding/ dynamic self-understanding, Part I- focusing, summarizing, probing for missing experiences, behaviour feelings. Part II- Helper’s skills- skills of stage-1, self-disclosure, immediacy, confrontation, Client’s skill - non-defensive listening, dynamic self-understanding</p> <p>Stage- 3: Facilitating action; developing new perspective; preferred scenario, Part I - helping clients see alternatives; choose and formulate action plan; implement and evaluate.</p>
	<p>Counselling in different settings</p> <ul style="list-style-type: none"> • Marital, family, HIV/AIDS, pastoral counselling, student
V	<p>guidance and counselling, career guidance and grief counselling, counselling suicidal clients, gerontological counselling, adolescent counselling, de-addiction counselling and disaster counselling</p>

Books For Reference	<ul style="list-style-type: none"> • Association of Psychological and Educational Counsellors of Asia (APECA) (1982): Counselling in Asia, Perspectives and Practices. • Bianca Cody Murphy, Carolyn Dillion (2003): Interviewing in Action Relationship, Process and Change. 2nd Ed. USA: Thompson Brooks/Cole. • Colin Feltham (2010): Brief Counselling, New Delhi: Tata McGraw Hill. • David R. Evans, Margret T. Hearn, Max R. Ullmann & Allen E. Ivey (2008): Essential Interviewing: A Programmed Approach To Effective Communication (7th Ed.), USA: Thompson Brooks/Cole. • Dalaganjan Naik. (2004): Fundamentals of Guidance and Counselling. Delhi: Adhyayan. • Gibson L. Robert & Mitchell. (2008): Introduction to Counselling and Guidance. New Delhi: Prentice Hall of India. • Jacobs, E., Masson, L., Harvill, L., (1998): Group Counselling Strategies and Skills, USA: Brooks/Cole Publishing Company. • John, McLeod An Introduction to Counselling (3rd Ed.), Jaipur: Rawat Publications. • John, McLeod (2007), Counselling Skills (1st Ed.), Jaipur: Rawat Publications. • Lawrence, Shulman (2006): The Skills of Helping-Individuals, Families, Groups, and Communities (5th Ed.), USA: Thompson Brooks/Cole. . • Rao, S. Narayana. (1981): Counselling Psychology. Tata McGraw Hill. • Reeves, Andrew. (2013): Counselling and Psychotherapy. New Delhi: SAGE. • Sharma Ramnath and Sharma Rachana. (2004): Guidance and Counselling in India. New Delhi: Atlantic.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	M	S	S	M	S
CO 2	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	S	M	M	S	S	M	S	M

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - IV
Title of the Course:	SSSE053 GENDER AND DEVELOPMENT
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop an understanding of the perspective of gender and development 2. To develop and ability to identify areas of work with women and men 3. To understand strategies and interventions that change the situation 4. To understand well about the concepts of gender development and their empowerment through the gender perspective 5. To enhance the students knowledge on gender role and its significance in the development of the society
Course Outcomes	<ol style="list-style-type: none"> 1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly. 2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment. 3. The outcome of the course is to comprehend well about the concept of feminism and social work. 4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with 5. The course provide knowledge on the significance of gender and their development in the global arena
Pre-requisites, if any:	
Units	
I	Gender Concepts <ul style="list-style-type: none"> • Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types, • Gender development indicators - sex ratio, GER, GDI, GEM
II	Feminism <ul style="list-style-type: none"> • Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India; • Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice

III	Protective Measures for Women in India <ul style="list-style-type: none"> Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act- 2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,
IV	Global Perspectives in Women's Development <ul style="list-style-type: none"> Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; Role of UN-WOMEN; UN Timeline in Women's Progress; INGOs and NGOs in Women's Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security
V	Special Initiatives and Programmes <ul style="list-style-type: none"> Status of women in India, problems specific to Indian women; discrimination against the girl child; National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting
Books For Reference	<ul style="list-style-type: none"> Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.

	<ul style="list-style-type: none"> • MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. • Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993. • Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008. • Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006. • Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. • Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005. • Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002. • Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011. • Heywood, L., The Women's Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007. • Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995. • MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. • Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	S	S	M	M
CO 2	S	M	S	M	S	M	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	S	S	M	S	S	S
CO 5	S	S	M	S	M	S	S	M	M	S

S-Strong

M – Medium

L- Low

Semester II	ELECTIVE PAPER - V
Title of the Course:	SSSE053 HUMAN RIGHTS AND SOCIAL WORK
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To provide a perspective and foundation for a human rights culture among students. 2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention. 3. To equip students with knowledge about the human rights movements and new rights gained. 4. To provide knowledge on human rights would make the students more empowered in knowing their rights 5. To enhance the students perspective on human rights issues and its violations in the society
Course Outcomes	<ol style="list-style-type: none"> 1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it 2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people 3. The knowledge of human rights empower the students community, women community and unprivileged sections of society 4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people 5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries
Pre-requisites, if any:	
Units	
I	Introduction to Human Rights <ul style="list-style-type: none"> • Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.
II	Understanding law and the State <ul style="list-style-type: none"> • The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination; • The Indian Legal System, Indian Penal Code, Criminal

	Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.
III	Global Market and Human Rights <ul style="list-style-type: none"> • Business corporations and human rights standards Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights
IV	Rights of the Marginalized Sections <ul style="list-style-type: none"> • Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.
V	Human rights Movement in India <ul style="list-style-type: none"> • Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.
Books For Reference	<ul style="list-style-type: none"> • Baxi, Upendra, (2005) Future of Human Rights Oxford University Press, London • Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi. • Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi. • Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA. • Mathew P.D & Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi • Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai • Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi. • United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	S	M	S	M	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	M	S	S	M	S	S

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - VI
Title of the Course:	SSSE054 CORPORATE SOCIAL RESPONSIBILITY
Credits:	3
Course Objectives	<ul style="list-style-type: none"> - Gain knowledge about Corporate Social Responsibility - Understand the functions and activities of Social Audit - Acquire the skills of promoting and working in CSR programmes.
Course Outcomes	<ol style="list-style-type: none"> 1) The students will learn about the importance of the Corporate social responsibility in the society 2) The outcome of the course is to teach the different elements consist in the unit of society and defining its significance 3) The course is teaching about the social audit of organization and disorganization to students for knowing about its importance and values 4) The outcome of the course is to provide knowledge about the concept of corporate responsibility. 5) The course is to make aware on the various types of responsibilities by the corporate sectors to students for better knowing about the values and significance of social responsibility and social audits.
Pre-requisites, if any:	
Units	
I	UNIT 1: Corporate Social Responsibility – Concept, and significance – Evolution of CSR – The Triple Bottom Line Approach -
	CSR Issues: Environmental, Social, Labor related, Ethical and Governance.
II	UNIT 2: Organizational environment - Meaning - Types - Organizational Life Cycle - Impact of technology - impact of cultural values on managerial effectiveness - Social responsibilities of business.
III	UNIT 3: Role of ‘Standards and Codes’ in CSR: ISO – 14001(Environmental Management System), Occupational Health and Safety Management Systems (OHSAS) – 18001, Global Compact-UN, Stakeholder Engagement Standard -AA – 1000 (Stakeholder Engagement Standard).

IV	<p>UNIT 4: NGO and CSR – Indian Companies Act 2013 from CSR perspective- Program for the neighborhood: Health, Education, Employment, Social Entrepreneurship and Environment.</p> <p>Communication: Annual Reports and Sustainability Reports.</p>
V	<p>UNIT 5: CSR- Success Stories in Indian Context – Infosys, TISS, TISCO, USHA. ASSOCHAM Reports in CSR. CSR Awards.</p>
Books For Reference	<p>Reference</p> <ol style="list-style-type: none"> 1. Akhileshwar Pathak, 2014, Legal Aspects Of Business (Sixth), McGraw Hill Publications, New Delhi. 2. Garg K.C. And V.K. Sareen and Mukesh Sharma and R.C.Chawla, 2008, Legal Environment of Business, Kalyani Publications, Chennai. 3. Jeffrey A Mello, 2011, Strategic Management of Human Resource (Third), Cengage Learning Ind Pvt Ltd, New Delhi. 4. John D Daniels and Lee H Radebaugh and Daniel P Sullivan, 2005, International Business (Tenth), Pearson Education Pvt Ltd, New Delhi. 5. John R Baotright, 2003, Ethics and Conduct of Business (Fourth), Dorling Kindersley Ind Pvt Ltd, New Delhi. 6. Mahajan C.P., 2008, Concepts and Solutions of Business Ethics, ABD Publishers, Jaipur. 7. Neelamegam V., 2008, Business Environment, Vrinda

	<p>Publications, New Delhi.</p> <p>8. Sankaran S., 2013, Business Environment, Margham Publications, Chennai.</p> <p>9. Saravanel P. And S.Sumathi, 2009, Legal Aspects of Business, Himalaya Publishing House, Mumbai.</p> <p>10. Sharma R.K. And PuneetGoel and PoojaBhagwan, 2009, Business Ethics And Corporate Governance, KalyaniPublications, Chennai.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - VII
Title of the Course:	SSSE054 HEALTH AND HOSPITAL ADMINISTRATION IN INDIA
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To establish a meaningful understanding of nature of health, scope and meaning of health administration. 2. To help the students to acquire the knowledge about the union, state and local level Primary Health Centers and their functioning. 3. To gain knowledge on the hospital services available for the in the society. 4. To provide knowledge on the legal laws and value of health to students. 5. To teach students on the primary relationship of family and its allied institutions
Course Outcomes	<ol style="list-style-type: none"> 1) The students will learn about the importance of the health and primary health care units. 2) To teach the different health care services in the union, state and local levels. 3) The course is teaching about the importance of legal issues and laws to students. 4) The outcome of the course is to provide knowledge about the concept of health and its quality in the hospitals in India.
Pre-requisites, if any:	
Units	
I	Unit- I: Introduction Nature, Scope and Meaning of Health Administration- the Basis for Public Health Government and Public Health- law and Public health.
II	Unit- II: Health Organization Organization of Health care Administration at the Union-State and Local Levels Administration of Primary Health Care health Centre- Voluntary –Health Agencies
III	Unit- III: Policy Making and Planning for Health Care Policy Making for Health care Administration- Planning for Health Care- Personnel Management-Financial Management-Public Relations.
IV	Unit- IV: Hospital Administration Hospital Planning and Administration- Administration of Out-Patient and In- Patient (wards) Services- Emerging services in Hospitals- Manpower Planning in Hospitals-Medical Practice and Law- Medical Legal Cases.
V	Unit- V: Trends in Hospital Administration Modernizing Health Administration- Evaluation of Medical Services in Hospitals- Role of World Health Organization- Quality Health Care in India- Health insurance.

Books For Reference	<ol style="list-style-type: none"> 1. Goel, S.L. and R.Kumar (1986) Hospital Administration and Management, (in three volumes), New Delhi: Deep and Deep. 2. Goel, S.L., (1984) Hospital Administration., Delhi: Sterling Publishers Pvt, Ltd. 3. Kumar, Arun., (2000) Health Administration, New Delhi: Anmol Publications. 4. Kumar, Arun., (2000) Encyclopedia of Hospital Administration and Development, (in Three Volumes), Delhi: Anmol Publications.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	S	M	S	M	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	M	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	M	S	M	S	M	S	M	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - VIII
Title of the Course:	SSSE055 SOCIAL POLICY AND SOCIAL LEGISLATION
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To develop an understanding of the social policy in the perspective of the National Goals as stated in the Constitution 2. To develop the capacity to recognize the linkage between development issues and social policy in terms of the plans and programmes 3. To develop an understanding of the concepts of social policy and social welfare policy 4. To gain knowledge on the social policy and its various implications making impact in the social institutions 5. To enhance the students knowledge on the concept of social legislation for solving the social problems legitimately
Course Outcomes	<ol style="list-style-type: none"> 1. The students can learn about the social policy and constitution and its relation within it 2. The outcome of the course is to make the students to be aware about the social legislations in India and its impact on the welfare of the people 3. The course teach about the policy formulation and policy planning to gain more knowledge about it 4. The course make aware the students on the social welfare policy and its implementation in the social institutions 5. The outcome of the course is to make the students a responsible citizen in knowing lot more about the social policy and its legislations
Pre-requisites, if any:	
Units	
I	Social Policy and Constitution <ul style="list-style-type: none"> • Social policy, social welfare policy, its relation to the constitution, fundamental rights and Directive Principles of State Policy and Human Rights. • Definition, needs and contents, evolution of social policy in India, social policy and planned social change and development.
II	Policy Formulation and approaches <ul style="list-style-type: none"> • Unified, integrated and sectoral; models of social policy and their application to Indian situation, process of formulation, social policies, plans and programmes, • Policies in India – a historical perspective- policies-backward classes, scheduled classes. scheduled tribes, denotified communities, women, children, youth, handicapped, aged, populations, family welfare, urban & rural development, education, health, poverty alleviation, Review of Five year Plans, Programmes and policies of Twelfth (12) Five Year Plan. •

III	Policy and Planning <ul style="list-style-type: none"> • Concept, Scope, linkages between social policy and planning. Social work and social planning; Planning – historical perspective. • Political systems. Political process, co-ordination of center and state, Panchayati Raj, Peoples participation. Political judiciary, social movement and voluntary action, legal aid and public interest litigation. Planning Machinery and Monitoring, process of social planning in India; Implementation at various levels, Monitoring and evaluation
IV	Major Social Legislation in India I <ul style="list-style-type: none"> • Legislation pertaining to marriage, divorce and succession, Hindu Marriage Act 1955, Hindu Adoption and Maintenance Act 1956, Hindu Minority and Guardianship Act 1956, Hindu Succession Act 1956.
	Special Marriage Act 1954, Provision regarding marriage and divorce in Mohammedan law. Medical Termination of Pregnancy Act 1971, Dowry Prohibition Act 1961, Tamil Nadu Prohibition of Eve teasing Act 1988.
V	Major Social Legislations in India II <ul style="list-style-type: none"> • Protection of Civil Rights Act (1976), SC/ST. Prevention of Atrocities Act, 1989. Immoral Traffic Prevention Act (1956) Tamil Nadu Slum Areas (Improvement and Clearance) Act (1971) the Mental Health Act, 1987, Manual Scavenging and Dry Latrines (prohibition) Act 1993, Bonded Labour Abolition Act 1976, Transplant of Human Organs Act 1994, Family Court's Act 1984, Protection of Human Rights Act, 1993 Tamil Nadu Prohibition of Ragging Act 1997, Persons with Disabilities Act 1995. Legislation pertaining to children: Child Labour (abolition & regulation) Act 1986. Juvenile Justice Act 2001.

Books For Reference	<ul style="list-style-type: none"> • Adams Robert, (2002), Social Policy for Social Work, Palgrave. • Baldock John, (2000), Social Policy, Oxford, Oxford University Press. • Dubey S.N. (1979), Administration of Social Welfare Programmes in India, Soymaiya Publications, Bombay. • Gangrade, K.D., (1991), Social Legislation in India, Concept Publishing, New Delhi. • Kulbarai P.D., (1999), Social Policy of Social Development in India, ASSWI. • Kulkarni. P.D., (1965), The Central Social Welfare Board, Asia Publishing House, New Delhi. • Nair, T. Krishnan (ed.) (1976), Social Work Education & Development of Weaker Sections, Madras-Association of Schools of Social Work in India. • Shanmugavelayutham .K. (1998) Social Legislation and Social Change, Chennai, VazhgaValamudan Publishers • Yeetes Nicole, (2001), Globalization of Social Policy, London Sage Publication.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

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Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

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Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester III	ELECTIVE PAPER - IX
Title of the Course:	SSSE055 ENVIRONMENTAL SOCIAL WORK
Credits:	3
Course Objectives	<ul style="list-style-type: none"> • To help the students to learn basic facts about Ecology, Environment and Energy resources. • To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection. • To provide an understanding roles and responsibilities of Social Workers to protect the nature.
Course Outcomes	<ol style="list-style-type: none"> 1) The students can learn about the ecology and social work connection. 2) The students will orient themselves with roles of different social movements protecting the environment. 3) Students will learn about their roles and responsibilities to protect the nature.
Pre-requisites, if any:	
Units	
I	UNIT-I: Eco system & Environmental Issues: Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.
II	UNIT -II: Environment Consciousness- NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement - MittiBachaoAndolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.
III	UNIT-III: Environment Action and Management: State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchyats and Environment. Environment Management: Role of Traditional - State controlled - people controlled and jointly managed systems - Waste Management.

IV	<p>UNIT – IV: Environment Protection Laws and Role of Social Worker: The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).</p>
V	<p>UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets- River, forest grass land, Hill etc., Visit to a polluted site, Study of flora and fauna, Study of simple eco system, Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels.</p>
Books For Reference	<ol style="list-style-type: none"> 1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London. 2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi. 3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London 4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill

	<p>Publishers. New Delhi:</p> <ol style="list-style-type: none"> 5. Cutter Susan L. 1998. Environmental Risks and Hazards. Prentice Hall London. 6. Dash Sharma P. 1998. Environment Health and development. Anmol Publishers. New Delhi. 7. Gadgil, Madhav and RamchandraGuha, 1995 Ecology and Equity; the use and Abuse of Nature in Contemporary India, New Delhi, Penguin Publishers. 8. GuhaRamchandra, 1991 The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, New Delhi: Oxford University Press 9. Gupta Sunil. 1997. Environment Population and resources. Anmol Publishers. New Delhi. 10. Kannan 1991. Fundamentals of Environmental pollution. S. Chand. New Delhi. 11. Krishan. 1994. Fundamentals of Environmental pollution. S. Chand and Company. New Delhi 12. Luoma Samuel N. 1984. Introduction to environmental Issues. Macmillan Publishers. Calcutta.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	M	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	M	S	S	S	S	S	S	S
CO 5	S	M	S	M	S	M	M	S	S	M

S-Strong

M – Medium

L- Low

Semester IV	ELECTIVE PAPER - X
Title of the Course:	SSSE056 INTERNATIONAL SOCIAL WORK
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. To help the students to understand the international perspectives of social work. 2. Students will understand the role of global organizations, inter cultural competencies and global challenges in social work.
Course Outcomes	<ol style="list-style-type: none"> 1. To introduce students to the concept of the International dimensions of Social work and Connections between the local and global. 2. To make cross – cultural comparisons in examining responses to global issues. 3. To enhance cross-cultural competency among students.
Pre-requisites, if any:	
Units	
I	Unit -1: International Social Work Concept, Importance of International Social work, Social work as an International Profession, International Professional Action.
II	Unit -2: Social Work and International Social Development Global Interdependence and Social work –Environmental Interdependence, Cultural Interdependence, Economic Interdependence, Security Interdependence, Social Welfare Interdependence International Relief and Development practice; Role of International Social Welfare Organization and their functions.
III	Unit –3: Cross Cultural Competencies Meaning of Cultural Competence, Cultural awareness, Knowledge acquisition, Skill Development, Inductive Learning, Advancing Social and Economic justice Standards for Cultural Competence in Social Work Practice (NASW 2001)
IV	Unit –4: Global Challenges Social Work and Global Economy, Poverty, Global Greying, Racism, Ethnic Conflict and Violence, Refugees, Displacement & Forced Migration, AIDS, Human Trafficking, Climate Change, Disaster Response.

Books For Reference	<ol style="list-style-type: none"> 1. Cox, D and Pawar, M (2006) International Social Work: Issues, strategies & Programmes; New Delhi: Vistaar Publications 2. Dominelli, Lena (2012), Green Social Work, UK: Polity Press 3. Drolet, Julie (2014), Social Protection and Social Development – International Initiatives, New York: Springer 4. Drolet, Julie, Natalie Clark & Helen Allen (2012), Shifting Sites of Practice – Field Education in Canada, Toronto: Pearson Canada Inc. 5. Healy, Lynne M. & Rosemary J. Link (Editors.) (2012), Handbook of International Social work: Human Rights, Development and The Global Profession, New York: Oxford University Press. 46 Department of Social Work, Madras Christian College, Chennai- 600059 6. Healy, Lynne M. (2001), International Social work: Professional Action in an Interdependent World, New York: Oxford University Press. 7. Hockenstand, M.C, Midgley James (2004), Issues in International Social work-Global Challenges for a new Century, NASW press. 8. ILO (2012), The Strategy of the International Labour Organization Social Security for All Building social protection floors and comprehensive social security systems, Geneva: ILO 9. Lyons, K. (1999). International Social work: Themes and Perspectives. Brookfield, USA: Ashgate 10. Lum, Doman (2003) Culturally Competent Practice – A framework for Understanding Diverse Groups and Justice Issues; Thomson-Brooks/Cole Publishers.
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M
S-Strong		M – Medium			L- Low					

Semester IV	ELECTIVE PAPER - XI
Title of the Course:	SSSE056 INTERNATIONAL HUMAN RESOURCE MANAGEMENT
Credits:	3
Course Objectives	<p>Objectives:</p> <ul style="list-style-type: none"> • To introduce the students to the International Business Environment. • To give necessary exposure to International Human Resource Management. • To impart necessary skills required Human Resource Management with regard to the management of International business organizations.
Course Outcomes	<ol style="list-style-type: none"> 1. Students will get the proper understanding of international business environment. 2. Students will get exposure to the international human resource management.
Pre-requisites, if any:	
Units	
I	<p>UNIT-I: Globalization and International Business. (9 hours)</p> <p>Global business environment- Globalism & Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process. Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics & code of conduct of MNCs.</p>
II	<p>UNIT-II: International / Global Human Resource Management. (9 hours)</p> <p>Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management. Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.</p>
III	<p>UNIT-III: Staffing, Training and Performance management for Global operations. (9 hours)</p> <p>Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection Expatriate selection, Factors influencing foreign posting; Problems with expatriation & International personnel problems. Aligning Training and</p>

	Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates. Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.
IV	UNIT-IV: International Compensation. (9 hours) Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation. Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.
V	UNIT-V: Contemporary Issues in IHRM. (9 hours) The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21 st century.
Books For Reference	1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi. 2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd., 3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006. 4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	ELECTIVE PAPER - XII
Title of the Course:	SSSE057 MIGRATION ISSUES AND HUMAN SECURITY
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. Understand migration in the context of development and displacement 2. Explore current and emerging trends on internal and International migrations 3. Acquire knowledge on determinants of migration and rights of Migrants 4. Provide knowledge about the impact of migration in the international platform and making change in the global stand towards migration and its issues 5. The students can gain abundant knowledge about the migration policy of various countries and their outlook and perspective towards handling migration issue
Course Outcomes	<ol style="list-style-type: none"> 1) The course make aware the students on the issues of migration and its problem faced by refugees 2) The students study about the migration within the country and its impact in the rural-urban divide on the economic aspect 3) The students well understand about the rising crisis of human trafficking in the Indian borders and giving threat to the security of the nation 4) The outcome of the course is to well understand about the concept of internal and external migration occurring in the various countries 5) The course make the students to know about the causes and effects of migration for addressing it in the near future
Pre-requisites, if any:	
Units	
	Migration <ul style="list-style-type: none"> • Basic Concepts and Definition of Migration, Causes and
I	Consequences of Migration, Historical Migration in India, Types, Issues and Challenges- Poverty, Seasonal, Displacement, Unemployment.
II	Migration in India <ul style="list-style-type: none"> • Labour Migration in India, Brain Drain, Feminization of Migration, Internal and International Migrants - Push and Pull Factors, Patterns and Trends, Illegal Migrants and Human Trafficking, Refugees
III	Globalisation and Migration <ul style="list-style-type: none"> • Trends in International Migration; Skill and Gender , Composition of Migration Flows - India Diaspora – Remittances – Socio Cultural Implications,
IV	International Migration <ul style="list-style-type: none"> • Policies UN Convention 1990- UN International Migration Policies, Role and Functions of Ministry of Overseas Affairs, IOM (International Organisation for Migration), International Migration Law

V	Migration and Human Security <ul style="list-style-type: none"> • Meaning and Concept, Need and Importance Multi-Lateral Protection and Migration Issues, Colombo Process, Indian Emigration Policy, Indian Passport Act 2008, the Inter-State Migrant, Workmen (Regulation of Employment and Conditions of Service) Act, 1979
Books For Reference	<ul style="list-style-type: none"> • AmalDatta, (2003): Human Migration. A Social Phenomenon. India: Mittal. • Caroline B. Brettel, James F. Hollifield, (2000): Migration Theory: Talking Across Disciplines, Routledge. • DeveshKapur.(2010):Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. India: Princeton University Press. • David.J.Siddle. (2012): Migration, Mobility and Modernisation.Liverpool: Routledge. • R. Mansell Prothero and Murray Chapman.(1983): Circulation in Third World Countries. London: Routledge and Kegan Paul.

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	S	M	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	S	S	S	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Semester IV	ELECTIVE PAPER - XIII
Title of the Course:	SSSE057 NGOs MANAGEMENT AND DEVELOPMENT PRACTICES
Credits:	3
Course Objectives	<ol style="list-style-type: none"> 1. Students will learn about the Ngo Registration and planning and projects. 2. Will understand the roles and functions of non-governmental organizations. 3. Students will learn about the fund raising and monitoring and evaluation of the projects.
Course Outcomes	<p>Learning Outcome: <i>The students will...</i></p> <ul style="list-style-type: none"> - Gain knowledge about establishing and managing a nongovernmental organization - Understand the functions and activities of a nongovernmental organization - Acquire the skill of working with nongovernmental organization
Pre-requisites, if any:	
I	UNIT 1: Understanding about NGO as nonprofit organizations involved in development work. Registering an organization, Strategic Planning of NGOs- Developing Vision, Mission and Goals and translating them into programs and projects. Interfacing with community, community based organizations, corporate and government. Importance and strategies of Networking of NGOs.
II	UNIT 2: Programme Planning and project planning - The project cycle - Project cycle phases – identification, design, implementation, evaluation. Project Cycle Management. Detailed operational plan, GANTT chart - Role of Operational planning in running program and projects. Writing Concept note.
III	UNIT 3: Fund Raising: Fund Raising strategy & techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Presentation to donors, developing a funding proposal, Developing and maintaining donor relationship. Documentation- Maintaining records and data banks.

IV	UNIT 4: Monitoring & Evaluation: Concept & Need. Role of Logical Framework Analysis (LFA) in monitoring and evaluation. Developing Objectively Verifiable Indicators and Means of Verification - Gathering quantitative & qualitative information - Reporting information for action and accountability. Auditing: Social Auditing, Financial Auditing and Data Quality Auditing.
V	UNIT 5: Finance Management: Budgeting, accounting and auditing. Banking procedures & practices. Maintenance of books, accounts and financial documents and records. Cost benefit analysis - Allocations and restrictions in budget. Maintaining inventory. Financial Reporting to donors and other stakeholders.
Books For Reference	<ol style="list-style-type: none"> 1. Asok Kumar Sarkar, 2008, Ngo's and Globalization, Rawat Publications, New Delhi. 2. Chandra Prasanna. 2003. Projects: Planning, Analysis, Selection, Financing, Implementation and Review. 5th Edition. Tata Mcgraw Hill Pub.Co. Ltd. New Delhi. 3. Emmanuel S. Fernando, 1999, Fund 100, Jupiter, Mumbai. 4. Gangrade K.D, SooryaMoorthy.R. 2006. Ngos in India. PremRawat Publication. New Delhi. 5. Ghosh.K..A and Prem Kumar. 1997. Project Management. Anmol Publishing Ltd. New Delhi. 6. Joel S.G.R.Bhose, 2003, Ngo and Rural Development, Concept

	<p>Publishing Company, New Delhi.</p> <p>7. Jose Murickan SJ & R. Mohan Raj & Kurian K. Katticaren, 2000, Paradigm Shifts In Development Cooperation, Indian Social Institution and Bangalore.</p> <p>8. Malleswari B., 2010, Micro- Finance and Women Empowerment, Serials Publications, Coimbatore</p> <p>9. Michael Norton & Murray Culshaw, 2008, Getting Started in Fundraising, Sage Publications, New Delhi.</p> <p>10. Vijay Padaki & Manjulika Vaz, 2003, Institutional Development in Social Interventions, Sage Publications, New Delhi.</p> <p>11. Winfo, 2004, a Hand Book for Ngo's On Fund Raising, Winfo, Coimbatore.</p>
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	M	S	M	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	M	S	S	S	M	S	M	S	M	S
CO 5	S	M	S	M	S	M	S	M	S	M

S-Strong

M – Medium

L- Low

Course I	Soft Skill
Title of the Course:	Communication Skills – Skills Lab
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To make the students acquire knowledge in the field of communication 2. To delineate Non-verbal communications and its types. 3. To understand the role of communication in creating a new world 4. To enable the students to understand the barriers of communication and miscommunication. 5. To make the students to excel in effective communication skills
Course Outcomes	<ol style="list-style-type: none"> 1. Acquire knowledge about communication and its various forms. 2. Understand the communication process and levels. 3. Learn different types of skills required 4. Interpret the method of listening and reading skills. 5. Able to understand the utility of communication in day-today life, business life etc.
Pre-requisites, if any:	
Units	
I	Introduction to Communication: Need and Nature of Effective Communication The Process of Communication: Levels of communication; Flow of Communication; Use of language in communication; Communication Networks; Significance of technical communication. Non-verbal Communication and Body language: Forms of Non-verbal communication; Interpreting body language cues, Kinesics and Effective use of body language.
II	Barriers to Communication: Types of barriers; Miscommunication; Noise; Overcoming measures.
III	Listening Skill: Listening as an active skill; Types of Listeners: Listening for general content; Listening to fill up information; Intensive Listening; Listening for specific information; Developing effective listening skills; Barriers to effective listening skills.
IV	Reading Skills: Identifying the topic sentence; interfering lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.
V	Developing Skills Developing skills for communication in working life, business life and

	social life. <u>Managing the Event</u> .
Books for Reference	<ul style="list-style-type: none"> • Vilanilam, J.V., Growth and Development of Mass Communication in India, New Delhi: National Book Trust, 2003. • Denis McQuail, Mass Communication Theory an Introduction, New Delhi: Sage Publications, New Delhi, 1998 • Monippally, Matthukutty, M. Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2001. • Moore, Ninja-Jo, et al. Nonverbal Communication: Studies and Applications. New York: Oxford University Press, 2010.

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Course I	Soft Skill
Title of the Course:	Personal and Interpersonal Skills
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To enhance the healthy personal and interpersonal skills among students. 2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also. 3. To identify the self and interpersonal behavior 4. To differentiate healthy and unhealthy relationships 5. To promote self-confidence and assesses self-identity
Course Outcomes	<ol style="list-style-type: none"> 1. After the completion of course the student will be able to interpret behaviour and personality developments. 2. Analyse self and relational developments in various institutions. 3. Understand and describe the stress management, uncertainty, problem solving and decision making. 4. Display different types of communication and process of communication development such as attitude and barriers to communication. 5. Able to explain interpersonal relationships in multiple social backgrounds
Pre-requisites, if any:	
Units	
I	Behavioural Development <ul style="list-style-type: none"> • Self-Assessment • Friendliness - Enthusiasm – Empathy • Work-Life Balance
II	Self and Relationship Development <ul style="list-style-type: none"> • Relationships (healthy & unhealthy), Universal values, Character development • Family Crisis, Sexual Behaviour and Domestic Violence • Self Confidence - Adaptability – Resilience • Assertiveness - Competitiveness - Self-Leadership
III	Emotional Development <ul style="list-style-type: none"> • Development of Emotional Intelligence - Self-Awareness - Emotion Management • Stress Management - Tolerance of Change and Uncertainty - Taking Criticism • Decision making, Problem solving
IV	Communication Development <ul style="list-style-type: none"> • Communication skills and Levels of communication • Communication barriers • Effect of attitude on communication

V	Interpersonal Development <ul style="list-style-type: none"> • Concepts: Networking and Connection to Careers in society – Interpersonal Relationships • Dealing with Difficult People - Conflict Resolution • Personal Branding – Dealing with Office Politics, Jealousy and Infidelity
Books for Reference	<ul style="list-style-type: none"> • Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i>. New York: Bantam Books. • Hoffman, Edward. (2002), <i>Psychological Testing at Work</i>. New York: McGraw-Hill. • Jones, Dixie A. (1997), “Plays Well with Others, or the Importance of Collegiality Within a Reference Unit,” <i>The Reference Librarian</i> no. 59, 163-175. • Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). “Assessing and Attacking Workplace Incivility,” <i>Organizational Dynamics</i> 29 no. 2 (November).

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	M	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	M	S	S	S	S
CO 4	S	S	S	S	S	S	S	S	S	S
CO 5	M	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	M	S	S	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Soft Skill
Title of the Course:	LEADERSHIP & TEAM BUILDING
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology 2. To develop leadership skills through training and motivation 3. To improve communication and interpersonal for grooming overall personality enrichment 4. To increase the pro-activeness ability of the students for developing leadership skills 5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity
Course Outcomes	<ol style="list-style-type: none"> 1. Demonstrate team building and conflict management skills using Out Bound Training methodology. 2. Articulate the basic skills necessary for leadership, communication and task execution in teams. 3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity 4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity 5. Groom the quality of the leader among the students for making them a best leader
Pre-requisites, if any:	
Units	
I	Interpersonal Skills <ul style="list-style-type: none"> • Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.
II	Conflict Management <ul style="list-style-type: none"> • Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.
III	Team Building –1 <ul style="list-style-type: none"> • Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.
IV	Team Building – 2 <ul style="list-style-type: none"> • Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.

V	Leadership <ul style="list-style-type: none"> Basics of leadership – leader vs. manager & balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.
Books for Reference	<ul style="list-style-type: none"> Christopher, E. M. & Smith, L.E. (1999). Leadership Training. New Delhi: Viva books. Dale Carnegie. (1936). How to Win Friends and Influence People. Simon & Schuster. Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc. Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.
	<ul style="list-style-type: none"> Newstrom, J. & Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited. Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill. Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press. Stephen R. Covey. (2011) The leader in me. Free Press

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S
CO 4	S	M	S	S	S	M	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	M	S

S-Strong M-Medium L-Low

Course I	Soft Skill
Title of the Course:	Creativity and Professional Skills
Credits:	2
Course Objectives	<ol style="list-style-type: none"> 1. To enhance the healthy personal and interpersonal skills among students. 2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also. 3. To identify the self and interpersonal behavior 4. To differentiate healthy and unhealthy relationships 5. To promote self-confidence and assesses self-identity
Course Outcomes	<ol style="list-style-type: none"> 1. It will help students in problems solving and critical thinking. 2. It interprets professional updating. 3. It describes professionalism in organizational skills and time management 4. It summarizes professional development –knowledge management and customer service 5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.
Pre-requisites, if any:	
Units	
I	Personal Creativity <ul style="list-style-type: none"> • Problem Solving nature and Critical Thinking, Innovation of workable ideas • Troubleshooting - Design Sense - Artistic Sense
II	Professional Updating <ul style="list-style-type: none"> • Technology Savvy - Technology Trend Awareness • Business Trend Awareness – Self, Business and Market Research • Business Etiquette - Business Ethics • Diversity Awareness - Disability Awareness - Intercultural Competence
III	Professionalism <ul style="list-style-type: none"> • Organizational Skills - Planning - Scheduling • Time Management - Meeting Management
IV	Professional Development <ul style="list-style-type: none"> • Training and development - Process Improvement • Knowledge Management • Customer Service - Entrepreneurial Thinking

V	Professional Development <ul style="list-style-type: none"> • Training and development - Process Improvement • Knowledge Management • Customer Service - Entrepreneurial Thinking
Books for Reference	<ul style="list-style-type: none"> • Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press. • Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY • Yoder, S., & Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene

Methods of assessment:

Recall (K1) - Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) - Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	M	S
CO 4	S	M	S	S	M	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S

S-Strong M-Medium L-Low

S.A.C. SEPT'2022

ANNA ADARSH COLLEGE FOR WOMEN
POST GRADUATE DEPARTMENT OF MATHEMATICS
SYLLABUS
M.Sc. Mathematics
(for the academic year 2022-2023)

S.No	Faculty Name	QUALIFICATION
1	Mrs.J.Prabha	M.Sc., M.Phil, B.Ed, SLST '90
2	Mrs.P.P.Sharmishta	M.Sc., M.Phil, SET
3	Mrs.N.K.Vinodhini	M.Sc., M.Phil, SET
4	Mrs.K.Sheela	M.Sc., M.Phil, SET
5	Mrs.R.Mahalakshmi	M.Sc., M.Phil
6	Mrs.C.D.Kalpana	M.Sc., M.Phil
7	Mrs.R.Mary Mercy Priya	M.Sc., M.Phil
8	Dr. M.Arunma	M.Sc., M.Phil, PGDAOR, Ph.D, SET
9	Dr .S.Geetha	M.Sc., M.Phil, Ph.D, SET
10	Mrs.S.Gayathri	M.Sc., M.Phil, PGDCA, SET
11	Dr .V.Sathyavathy	M.Sc., M.Phil, M.Ed, Ph.D, SET
12	Mrs. S. Nirmal Veena	M.Sc., M.Phil, SET
13	Dr. R. V. Sangeetha (odd sem)	M.Sc., M.Phil, Ph.D
	Mrs. G. Vinodhini (even sem)	M.Sc., M.Phil

M.Sc. DEGREE COURSE IN MATHEMATICS

Programme Outcomes at Postgraduate Level

Postgraduates will be able to:

- PO1 :** Demonstrate intense knowledge in their discipline.
- PO2 :** Exhibit specialized skills to plan, analyze and draw conclusions related to their respective field of study in theory and in practice.
- PO3 :** Develop expertise in their field of study through projects and research activities.
- PO4 :** Prepare themselves to incorporate new technologies in their own discipline and demonstrate excellence in their area of specialization.
- PO5 :** Develop social and ethical responsibility in the transfer and management of knowledge.

Programme Specific Outcome

Mathematics Majors should:

- PO1 :** Apply the knowledge of mathematical concepts in interdisciplinary fields. Understand the nature of abstract mathematics and explore the concepts in further details.
- PO2 :** Identify challenging problems in mathematics and find appropriate solutions.
- PO3 :** Pursue research in challenging areas of pure/applied mathematics. Employ confidently the knowledge of mathematical software and tools for treating the complex mathematical problems and scientific investigations.
- PO4 :** Comprehend and write effective reports and design documentation related to mathematical research and literature, make effective presentations. Qualify national level tests like NET/GATE etc.
- PO5 :** Effectively communicate and explore ideas of mathematics for propagation of knowledge and popularization of mathematics in society.

M.Sc., DEGREE COURSE IN MATHEMATICS**REGULATIONS**

(w. e. f 2022 – 2023)

Course Structure:**Semester – I**

Course Components / Title of the course	Duration (Hours)	Credits	Marks		Total
			CIA	UE	
Core Paper – I - Algebra – I	6	4	25	75	100
Core Paper – II - Real Analysis – I	6	4	25	75	100
Core Paper – III - Ordinary Differential Equations	6	4	25	75	100
Core Paper – IV -Graph Theory	6	4	25	75	100
Elective Paper – I - (Choose One from Group – A)	4	3	25	75	100
Soft Skill Paper – I	3	2	40	60	100

Group – A (Elective Paper- I)

1. Formal Languages and Automata Theory
2. Discrete Mathematics
3. Fuzzy Sets and Applications

Semester – II

Course Components / Title of the course	Duration (Hours)	Credits	Marks		Total
			CIA	UE	
Core Paper – V - Algebra – II	6	4	25	75	100
Core Paper – VI - Real Analysis – II	6	4	25	75	100
Core Paper – VII - Partial Differential Equations	6	4	25	75	100
Core Paper – VIII – Probability	6	4	25	75	100
Elective Paper – II - (Choose ONE from Group – B)	4	3	25	75	100
Extra Disciplinary – I - (Choose any ONE)	4	3	25	75	100
Soft Skill Paper – II	3	2	40	60	100
Internship*	3	2			

Group – B (Elective Paper-II)

1. Mathematical Programming
2. Wavelets
3. Combinatorics

Extra Disciplinary- I

1. Mathematical Economics
2. Programming in C⁺⁺
3. Financial Mathematics

* **Internship will be carried out during the summer vacation of the first year and should be sent to the University by the College and the same will be included in the Third Semester Marks Statement.** **marks in the**

M.Sc., DEGREE COURSE IN MATHEMATICS**REGULATIONS**

(w. e. f 2015 - 2016)

Semester – III

Course Components / Title of the course	Credits	Exam Hours	Marks		Total
			CIA	UE	
Core Paper – IX-Complex Analysis – I	4	3	25	75	100
Core Paper – X-Topology	4	3	25	75	100
Core Paper – XI-Operations Research	4	3	25	75	100
Core Paper – XII-Mechanics	4	3	25	75	100
Elective Paper – III-(Choose ONE from Group – C)	3	3	25	75	100
Extra Disciplinary- II-(Choose any ONE)	3	3	25	75	100
Soft Skill Paper - III	2	3	40	60	100

Group- C (Elective Paper– III)

- 1.Algebraic Theory of Numbers
- 2.Number Theory and Cryptography
- 3.Stochastic Processes

Extra Disciplinary II

- 1.Java Programming
- 2.Data Structures and Algorithms

Semester – IV

Course Components / Title of the course	Credits	Exam Hours	Marks		Total
			CIA	UE	
Core Paper – XIII- Complex Analysis - II	4	3	25	75	100
Core Paper – XIV- Differential Geometry	4	3	25	75	100
Core Paper – XV- Functional Analysis	4	3	25	75	100
Elective paper – IV-(Choose ONE from Group – D)	3	3	25	75	100
Elective Paper – V-(Choose ONE from Group – E)	3	3	25	75	100
Soft Skill Paper – IV	2	3	40	60	100

Group – D (Elective Paper– IV)

- 1.Fluid Dynamics
- 2.Mathematical Statistics
3. Algebraic Topology

Group- E (Elective Paper- V)

1. Tensor Analysis and Relativity
2. Mathematical Physics
3. Calculus of Variations and
Integral Equations.

SEMESTER –I

ALGEBRA-I (MP21A)

COURSE OBJECTIVES

1. To provide deep knowledge about various algebraic structures.
2. To develop a strong foundation in linear algebra that provide a basic for advanced studies.
3. Understand Sylows theorem and its applications.
4. To Study of Linear Transformations, Algebra of Polynomials, Invariant space and their properties.
5. Give particular attention to canonical forms of linear transformations, diagonalizations of linear transformations, matrices and determinants.

SYLLABUS

UNIT I – Another Counting Principle: Cauchy's theorem- Sylow Theorems

Chapter 2: Sections 2.11 and 2.12

UNIT II - Direct products - Finite abelian groups- Modules

Chapter 2: Sections 2.13 and 2.14

Chapter 4: Section 4.5

UNIT III - Linear Transformations - Canonical forms -Triangular form –Nilpotent transformations.

Chapter 6: Sections 6.4 , 6.5

UNIT IV - Jordan form - rational canonical form.

Chapter 6 : Sections 6.6 and 6.7

UNIT V - Trace and transpose - Hermitian, unitary, normal transformations, real quadratic form.

Chapter 6 : Sections 6.8, 6.10 and 6.11 (Omit 6.9)

Recommended Text :

I.N. Herstein. Topics in Algebra (II Edition) Wiley, 2006.

Books for Reference :

1. M.Artin, *Algebra*, Prentice Hall of India, 1991.
2. P.B.Bhattacharya, S.K.Jain, and S.R.Nagpaul, *Basic Abstract Algebra*, (II Edition)Cambridge University Press, 1997. (Indian Edition)
3. J.B. Fraleigh, *A first course in Abstract Algebra*, 5th edition.
4. K.Thirusangu and K.Balasangu, *Elements of University Algebra*, KTM Publications, 2021
5. D.S.Dummit and R.M.Foote, *Abstract Algebra*, 2nd edition, Wiley, 2002.
6. N.Jacobson, *Basic Algebra*, Vol. I & II W.H.Freeman (1980); also published by HindustanPublishing Company, New Delhi.

COURSE OUTCOMES

Student will be able to

1. Understand the basic concepts of matrices of Linear Transformation and its applications.
2. Recognize the concepts of Invariant subspaces and induced transformation.
3. Understand the basic concept of determinants and its properties.
4. Analyze canonical Form, Jordan Form and Rational canonical Form.
5. They gain knowledge about larger group like direct product.

REAL ANALYSIS – I (MP21B)

COURSE OBJECTIVES

1. To provide a deeper and rigorous understanding of functions of bounded variation.
2. To understand the concepts of absolute and conditional convergence of infinite series.
3. To provide deep insight into the concept of Riemann-Stieltjes integral.
4. To understand the concepts of double sequences and rearrangement of series.
5. To study the convergence of sequences of functions.

SYLLABUS

Unit 1

Functions of bounded variation - Introduction - Properties of monotonic functions - Functions of bounded variation - Total variation - Additive property of total variation - Total variation on $[a, x]$ as a function of x - Functions of bounded variation expressed as the difference of two increasing functions - Continuous functions of bounded variation.

Chapter – 6 : Sections 6.1 to 6.8

Infinite Series : Absolute and conditional convergence - Dirichlet's test and Abel's test - Rearrangement of series - Riemann's theorem on conditionally convergent series.

Chapter 8 : Sections 8.8, 8.15, 8.17, 8.18

Unit 2

The Riemann - Stieltjes Integral - Introduction - Notation - The definition of the Riemann - Stieltjes integral - Linear Properties - Integration by parts- Change of variable in a Riemann - Stieltjes integral - Reduction to a Riemann Integral – Euler's summation formula - Monotonically increasing integrators, Upper and lower integrals - Additive and linearity properties of upper and lower integrals - Riemann's condition - Comparison theorems.

Chapter - 7 : Sections 7.1 to 7.14

Unit 3

The Riemann-Stieltjes Integral - Integrators of bounded variation-Sufficient conditions for the existence of Riemann-Stieltjes integrals-Necessary conditions for the existence of Riemann-Stieltjes integrals- Mean value theorems for Riemann - Stieltjes integrals - The integrals as a function of the interval - Second fundamental theorem of integral calculus-Change of variable in a Riemann integral-Second Mean Value Theorem for Riemann integral-Riemann-Stieltjes integrals depending on a parameter-Differentiation under the integral sign-Lebesgue criteriaon for the existence of Riemann integrals.

Chapter - 7 : 7.15 to 7.26

Unit 4

Infinite Series and infinite Products - Double sequences - Double series - Rearrangement theorem for double series - A sufficient condition for equality of iterated series - Multiplication of series - Cesaro summability - Infinite products.

Chapter - 8 Sec, 8.20, 8.21 to 8.26

Power series - Multiplication of power series - The Taylor's series generated by a function - Bernstein's theorem - Abel's limit theorem - Tauber's theorem

Chapter 9: Sections 9.14 9.15, 9.19, 9.20, 9.22, 9.23

Unit 5

Sequences of Functions - Pointwise convergence of sequences of functions - Examples of sequences of real - valued functions - Definition of uniform convergence - Uniform convergence and continuity - The Cauchy condition for uniform convergence - Uniform convergence of infinite series of functions - Uniform convergence and Riemann - Stieltjes integration – Non-uniform Convergence and Term-by-term Integration - Uniform convergence and differentiation - Sufficient condition for uniform convergence of a series - Mean convergence.

Chapter -9 Sec 9.1 to 9.6, 9.8,9.9, 9.10,9.11, 9.13

COURSE OUTCOMES

Students will be able to

1. Acquaint with the details of the functions of bounded variation and Total variation and to verify convergence of series using Dirichlet's and Abel's tests.'
2. Apply the concepts of step functions, Euler's summation formula, Integration by parts etc.
3. Apply the concepts of mean value theorems in making estimate for the integral and fundamental theorems of integral calculus to integrate a derivative.
4. Determine the convergence of double sequences and double series and to find the disk of convergence of power series.
5. Understand the effect of uniform convergence on the limit function with respect to continuity, differentiability and integrability.

Recommended Text :

Tom M.Apostol : *Mathematical Analysis*, 2nd Edition, Narosa,1989.

Books for Reference :

1. Bartle, R.G. *Real Analysis*, John Wiley and Sons Inc., 1976.
2. Rudin,W. *Principles of Mathematical Analysis*, 3rd Edition. McGraw Hill Company, New York, 1976.
3. Malik,S.C. and Savita Arora. *Mathematical Analysis*, Wiley Eastern Limited.New Delhi,1991.
4. Sanjay Arora and Bansi Lal, *Introduction to Real Analysis*, Satya Prakashan, New Delhi,1991.
5. Gelbaum, B.R. and J. Olmsted, *Counter Examples in Analysis*, Holden day, San Francisco,1964.
6. A.L.Gupta and N.R.Gupta, *Principles of Real Analysis*, Pearson Education, (Indian print)2003.

ORDINARY DIFFERENTIAL EQUATIONS (MP21C)

COURSE OBJECTIVES:

- 1.To study solutions of linear differential equations with constant and variable coefficients.
- 2.To understand and able to apply various theoretical ideas that underlined in existence and uniqueness theorems.
- 3.To provide knowledge in Linear dependence and independence, Wronskian etc.,
- 4.To find power series solutions of special type of differential equations.
- 5.To study boundary value problems.

SYLLABUS

UNIT I

Linear equations with constant coefficients

Second order homogeneous equations-Initial value problems-Linear dependence and independence-Wronskian and a formula for Wronskian-Non-homogeneous equation of order two.

Chapter 2: Sections 1 to 6

UNIT II

Linear equations with constant coefficients

Homogeneous and non-homogeneous equation of order n –Initial value problems-Annihilator method to solve non-homogeneous equation.

Chapter 2 : Sections 7 to 11.

UNIT-III

Linear equation with variable coefficients

Initial value problems -Existence and uniqueness theorems – Solutions to solve a non-homogeneous equation – Wronskian and linear dependence – reduction of the order of a homogeneous equation – homogeneous equation with analytic coefficients-The Legendre equation.

Chapter : 3 Sections 1 to 8 (Omit section 9)

UNIT -IV

Linear equation with regular singular points

Second order equations with regular singular points –Exceptional cases – Bessel equation

Chapter 4 : Sections 3, 4 and 6 to 8 (omit sections 5 and 9)

UNIT-V

Existence and uniqueness of solutions to first order equations

Equation with variable separated – Exact equation – method of successive approximations – the Lipschitz condition – convergence of the successive approximations and the existence theorem

Chapter 5 : Sections 1 to 6 (Omit Sections 7 to 9)

COURSE OUTCOMES

Students will be able to

1. Recall the types of linear homogeneous equations of second order equations.
2. Analyse non homogeneous ODE using the method of underlined coefficients.
3. Understand and apply the theorems on IVP to ODE and comprehend the EULERS equation and Bessel's equations, and Regular singular points.
4. To analyse solutions using appropriate methods and give examples.
5. Formulate Green's function for BVP

Recommended Text

E.A.Coddington, *An introduction to ordinary differential equations* (3rd Printing) Prentice-Hall of India Ltd., New Delhi, 1987.

Reference Books

1. Williams E. Boyce and Richard C. Di Prima, *Elementary differential equations and boundary value problems*, John Wiley and sons, New York, 1967.
2. George F Simmons, *Differential equations with applications and historical notes*, Tata McGraw Hill, New Delhi, 1974.
3. N.N. Lebedev, *Special functions and their applications*, Prentice Hall of India, New Delhi, 1965.
4. W.T.Reid. *Ordinary Differential Equations*, John Wiley and Sons, New York, 1971
5. M.D.Raisinghania, *Advanced Differential Equations*, S.Chand & Company Ltd. New Delhi 2001
6. B.Rai, D.P.Choudhury and H.I. Freedman, *A Course in Ordinary Differential Equations*, Narosa Publishing House, New Delhi, 2002.

GRAPH THEORY (MP21D)

COURSE OBJECTIVES

1. To give in depth knowledge about types of graphs, vertex and edge connectivity.
2. Analyze the concepts of connectivity, Euler and Hamilton cycles.
3. To understand matchings and colourings.
4. To provide knowledge on independent sets, cliques and colourability.
5. To understand planarity and a few applications of graph theory.

SYLLABUS

Unit-I

Graphs – Varieties of graphs – Walks and connectedness – degrees – the problem of Ramsey – External graphs

Chapter 2

Unit-II

Blocks – Cut points – Bridges and blocks – Block Graphs and Cut point graphs

Trees – Characterization of trees – Centers and Centroids – Block Cut points – Independent Cycles and Cocycles

Chapters: 3 and 4 (Omit: 3.5 Matroids)

Unit–III

Connectivity – Connectivity and line – Connectivity – Menger's Theorem – Point form – Further Variations of Mengers theorem

Chapter 5

Unit–IV

Coverings – Coverings and independent sets – Planarity – Plane and planar graphs – Outerplanar graph – Thickness – Crossing number

Chapters: 10 and 11

Unit–V

Colorability – The Chromatic number – The five color theorem – The chromatic polynomial. Matrices – The adjacency matrix – the incidence matrix – the cycle matrix

Chapters: 12 and 13

COURSE OUTCOMES

Students will be able to

1. Identify the properties of different graphs and their applications.
2. Demonstrate knowledge of basic concepts of graph theory.
3. Apply the concepts of graph theory in research activities.
4. Identify the applications of planarity and colourability.
5. Apply the concepts of connectivity, Euler and Hamilton cycles in the real life situations.

Recommended Text :

Frank Harary , Graph Theory, Narosa Publishing House, New Delhi, 2001

Books for Reference:

1. J.A. Bondy and U.S.R Murty , Graph Theory with Applications , Macmillan, London 1976
2. K.R. Parthasarathy, Basic Graph Theory , Tata McGraw-Hill, New Delhi, 1994
3. Narsingh Deo , Graph Theory with Applications to Engineering and Computer Science , Prentice-Hall of India, 2007
4. Douglas B. West, Introduction to Graph Theory, Pearson Prentice Hall, 2006

GROUP A: ELECTIVE-I

FORMAL LANGUAGES AND AUTOMATA THEORY

UNIT-I : Finite automata, regular expressions and regular grammars

Finite state systems – Basic definitions – Nondeterministic finite automata
– Finite automata with ϵ moves – Regular expressions – Regular grammars.

Chapter 2. Sections 2.1 to 2.5

Chapter 9 Section 9.1

UNIT-II :

Properties of regular sets.

The Pumping lemma for regular sets – Closure properties of regular sets – Decision algorithms for regular sets – The Myhill-Nerode Theorem and minimization of finite automata.

Chapter 3 : Sections 3.1 to 3.4

UNIT-III : Context-free grammars

Motivation and introduction – Context-free grammars – Derivation trees-Simplification of context-free grammars – Chomsky normal form – Greibach normal form.

Chapter 4 : Section 4.1 to 4.6

UNIT-IV : Pushdown automata

Informal description- Definitions-Pushdown automata and context-free languages – Normal forms for deterministic pushdown automata.

Chapter 5 : Sections 5.1 to 5.3

UNIT-V : Properties of context-free languages

The pumping lemma for CFL's – Closure properties for CFL's – Decision algorithms for CFL's.

Chapter 6 : Sections 6.1 to 6.3

Recommended Text	John E.Hopcraft and Jeffrey D.Ullman, <i>Introduction to Automata Theory, Languages and Computation</i> , Narosa Publishing House, New Delhi, 1987.
Reference Books	1. A. Salomaa, <i>Formal Languages</i> , Academic Press, New York, 1973. 2. John C. Martin, <i>Introduction to Languages and theory of Computations</i> (2 nd Edition) Tata-McGraw Hill Company Ltd., New Delhi, 1997.

DISCRETE MATHEMATICS

COURSE OBJECTIVES

1. To provide students with an overview of Lattices
2. To provide students with applications of Lattices
- 2.To Demonstrate knowledge of basic concepts of Boolean Algebra.
4. To study about Irreducible polynomials and factorization of polynomials.
- 3.To Introduce the concept of Coding Theory.

SYLLABUS

UNIT-I

Lattices:

Properties of Lattices: Lattice definitions – Modular and distributive lattice; Boolean algebras: Basic properties – Boolean polynomials, Ideals; Minimal forms of Boolean

polynomials.

Chapter 1: § 1 A and B § 2A and B. § 3.

UNIT-II

Applications of Lattices:

Switching Circuits: Basic Definitions - Applications

Chapter 2: § 1 A and B

UNIT-III

Finite Fields

Chapter 3: § 2

UNIT-IV

Polynomials :

Irreducible Polynomials over Finite fields – Factorization of Polynomials

Chapter 3: § 3 and §4.

UNIT-V

Coding Theory :

Linear Codes and Cyclic Codes.

Chapter 4 § 1 and 2

COURSE OUTCOMES

1. Will learn an overview of Lattices
2. Acquire knowledge about applications of Lattices
2. Apply recursive functions and solve recurrence relations. .
4. Understand Irreducible polynomials and factorization of polynomials.
3. Recognize the concept of Coding Theory.

Recommended Text :

1. “Rudolf Lidl and Gunter Pilz, Applied Abstract Algebra, Springer-Verlag, New York, 1984.

REFERENCE BOOKS

1. A. Gill, Applied Algebra for Computer Science, Prentice Hall Inc., New Jersey.
2. J.L. Gersting, Mathematical Structures for Computer Science(3rdEdn.), Computer Science Press, New York.
3. S. Wiitala, Discrete Mathematics- A Unified Approach, McGraw Hill Book Co.

FUZZY SETS AND THEIR APPLICATIONS (MP41C)

Course Objectives:

- To orientate the concept of a fuzzy subset
- To understand about the fuzzy graphs and relations
- To learn about characteristic function of a fuzzy subset, fuzzy logic and composition of intervals
- To study about the operation on fuzzy numbers
- To educate about fuzzy monoids and properties of fuzzy groupoids

UNIT-I

Fundamental Notions:

Chapter I: Sec. 1 to 8

UNIT-II

Fuzzy Graphs:

Chapter II: Sec. 10 to 18

UNIT-III

Fuzzy Relations:

Chapter II: Sec. 19 to 29

UNIT-IV

Fuzzy Logic:

Chapter III: Sec.31 to 40 (omit Sec. 37, 38, 41)

UNIT-V

The Laws of Fuzzy Composition:

Chapter IV: Sec.43 to 49

COURSE OUTCOMES:

On completion of the course the students will be able to

1. Acquire knowledge about Fuzzy sets and various operations.
2. Understand the concept of fuzzy graph, fuzzy relations and fuzzy subsets.
3. Assess Similitude, Dissimilitude and order relations .
4. Observe polynomial forms and composition of intervals.
5. Analyze Fuzzy monoids, Fuzzy groupoids and Fuzzy groups.

PRESCRIBED TEXTBOOK:

A. Kaufman, Introduction to the theory of Fuzzy subsets, Vol. I, Academic Press, New York, 1975.

REFERENCE BOOKS:

1. H. J. Zimmermann, Fuzzy Set Theory and its Applications, Allied Publishers, Chennai, 1996
2. George J. Klir and Bo Yuan, Fuzzy sets and Fuzzy Logic-Theory and Applications, Prentice Hall India, New Delhi, 2001.
3. L.A. Zadeh, Fuzzy Set Theory and its Applications, 4th edition.

SOFT SKILLS I
LANGUAGE AND COMMUNICATION -ADVANCED LEVEL

Subject Code: PSSEA

Class: I PG

Semester: Odd (I)

COURSE OBJECTIVES

- Enable students to convert the conceptual understanding of communication into everyday practice
- Train students to ground concepts/ideas in their own experience
- Create a learner-language interface enabling students to exercise control over language use
- Sensitise students to the nuances of the four basic communication skills –Listening, speaking, reading and writing

Syllabus

UNIT I: Twinning Functions of Listening and Speaking – Recap of active and passive listening exercises – Analytical listening – syllable/word stress: clear enunciation – Qualities of a good listener and a good speaker.

UNIT II: Twinning Functions of Reading and Writing – Discriminatory reader thoughtful writer – Spotting, correcting errors; critique – Skimming, scanning, structuring – language, tone, ordering, etiquette and perspective.

UNIT III: Individual Communication – Self advertising – Over stating and under stating – Overcoming shyness – Writing curriculum vitae, Statement of Purpose – Talking about oneself; interview.

UNIT IV: Intermediary Communication – Overcoming mental blocks, prejudices and hotspots of the addressee – telephone, teleconferencing, web chat – greeting, introducing –memos, reports, minutes, business correspondence.

UNIT V: Social Communication – Etiquette in LSRW – polite yet assertive, tackling questions, seeking permission, expressing gratitude – gender fair language – discourse and transactional analysis – empathy.

Practicals:

Unit 1: Listening Comprehension using audio programmes + Creating audio files for speaking.

Unit 2: in class and take home exercises

Unit 3: and Unit 4: Group games and role play

Unit 5: Create archives from different media for LSRW

Learning Outcomes:

- Students will be able to understand and apply knowledge of human communication and language processes as they occur across various contexts
- Improves the ability to persuade people – to enroll and equip with broader ideas, and visions at large.
- Will be able to improve the written and spoken skills.

Recommended Texts

- Windshuttle, Keith and Elizabeth Elliot. 1999. *Writing, Researching and Communicating: Communication Skills for the Information Age*. 3rd Reprint. Tata McGraw-Hill. Australia
- Dignen, Flinders and Sweeney. *English 365*. Cambridge University Press
- Goleman, Daniel. 1998. *Working with Emotional Intelligence*. Bantam Books. New York
- Jones, Leo and Richard Alexander. 2003. *New International Business English*. Cambridge University Press
- I. Jayakaran. 2000. *Everyone's Guide to Effective Writing*. 2 M Publishing International, Chennai.

SEMESTER –II

ALGEBRA-II (MP22A)

COURSE OBJECTIVES

1. Understand the concept of extension fields and roots of polynomials
2. Analyze the elements of Galois theory and Galois Groups over the rationals
3. Understand the basic concepts of solvability by radicals and finite fields.
4. Introduce the concept of solvability of polynomial equations by radicals.
5. Study the Cayley digraphs of groups.

SYLLABUS

UNIT-I

Extension fields – Transcendence of e .
Chapter 5: Section 5.1 and 5.2

UNIT II

Roots of Polynomials. - More about roots
Chapter 5: Sections 5.3 and 5.5

UNIT III

Elements of Galois theory.

Chapter 5: Section 5.6

UNIT IV

Finite fields - Wedderburn's theorem on finite division rings.

Chapter 7: Sections 7.1 and 7.2 (Theorem 7.2.1 only)

UNIT V

Solvability by radicals – Galois groups over the Rationals – A theorem of Frobenius.

Chapter 5: Sections 5.7 and 5.8

Chapter 7: Sections 7.3

COURSE OUTCOMES

Student will be able to

1. Provide deep knowledge about splitting fields, separable extension.
2. Relation between the concept of field extensions and Galois Theory.
3. Formulate some special roots of polynomials.
4. Construct Galois group for several classical situations.
5. Understand some important result about normal and separable extensions.

Recommended Text :

I.N. Herstein. Topics in Algebra (II Edition) Wiley 2002

Reference Books :

1. M.Artin, *Algebra*, Prentice Hall of India, 1991.
2. P.B.Bhattacharya, S.K.Jain, and S.R.Nagpaul, *Basic Abstract Algebra* (II Edition) Cambridge University Press, 1997. (Indian Edition)
3. I.S.Luther and I.B.S.Passi, *Algebra*, Vol. I - Groups(1996); Vol. II Rings, (1999)Narosa Publishing House , New Delhi.
4. K.Thirusangu and K.Balasangu, *An Invitation to Field Theory*, KTM Publications,2021.
5. D.S.Dummit and R.M.Foote, *Abstract Algebra*, 2nd edition, Wiley, 2002.
6. N.Jacobson, *Basic Algebra*, Vol. I & II Hindustan Publishing Company,New Delhi.

REAL ANALYSIS – II (MP22B)

COURSE OBJECTIVES

1. To provide a deeper and rigorous understanding of measure on the real line.
2. To understand the concepts of integration of functions of a real variable.
3. To understand the concept of Fourier series and Fourier integrals.
4. To provide deep insight into the concepts of multi variable differential calculus.
5. To understand the concepts of implicit functions and extreme problems.

SYLLABUS

UNIT - I

The Lebesgue Integral - Introduction - The integral of a step function - Monotonic sequences of step functions - Upper functions and their integrals - Riemann- integrable functions as examples of upper functions - The class of Lebesgue – integrable functions on a general interval - Basic properties of the Lebesgue integral - Lebesgue integration and sets of measure zero - The Levi monotone convergence theorems - The Lebesgue dominated convergence theorem.

Chapter : 10 Sections : 10.1 - 10.10

UNIT - II

The Lebesgue Integral - Measurable functions - Continuity of functions defined by Lebesgue integrals - Differentiation under the integral sign - Interchanging the order of integration - Measurable sets on the Real line - The Lebesgue integral over arbitrary subsets of \mathbb{R} - Lebesgue integrals of complex – valued functions - Inner products and norms - The set $L^2(I)$ of square – integrable functions - The set $L^2(I)$ as a semi metric space - A convergence theorem for series of functions in $L^2(I)$ - The Riesz – Fischer theorem.

Chapter : 10 Sections : 10.14 - 10.25

UNIT-III :

Fourier Series and Fourier Integrals - Introduction - Orthogonal system of functions - The theorem on best approximation - The Fourier series of a function relative to an orthonormal system - Properties of Fourier Coefficients - The Riesz-Fischer Theorem - The convergence and representation problems in for trigonometric series - The Riemann - Lebesgue Lemma - The Dirichlet Integrals - An integral representation for the partial sums of Fourier series - Riemann's localization theorem - Sufficient conditions for convergence of a Fourier series at a particular point - Cesaro summability of Fourier series- Consequences of Fejes's theorem - The Weierstrass approximation theorem

Chapter 11 : Sections 11.1 - 11.15

UNIT-IV :

Multivariable Differential Calculus - Introduction - The Directional derivative - Directional derivative and continuity - The total derivative - The total derivative expressed in terms of partial derivatives - The matrix of linear function - The Jacobian matrix - The chain rule

- Matrix form of chain rule - The mean - value theorem for differentiable functions - A sufficient condition for differentiability - A sufficient condition for equality of mixed partial derivatives - Taylor's theorem for functions of \mathbb{R}^n to \mathbb{R}^1

Chapter 12 : Section 12.1 - 12.14

UNIT-V :

Implicit Functions and Extremum Problems : Functions with non-zero Jacobian determinants – The inverse function theorem-The Implicit function theorem-Extrema of real valued functions of severable variables-Extremum problems with side conditions.

Chapter 13 : Sections 13.1 - 13.7

COURSE OUTCOMES

Students will be able to

1. Understand basic properties of measurable functions.
2. Analyse measurable sets and Lebesgue measure.
3. Solve the problems based on convergence of Fourier series.
4. Apply the concepts of multivariable differential calculus in various fields.
5. Understand the mathematical proofs in real analysis like inverse function theorem and the implicit function theorem.

Recommended Text:

Tom M. Apostol : *Mathematical Analysis*, 2nd Edition, Narosa, 1989

Books for Reference:

1. Burkill, J.C. *The Lebesgue Integral*, Cambridge University Press, 1951.
2. Munroe, M.E. *Measure and Integration*. Addison-Wesley, Mass. 1971.
3. Royden, H.L. *Real Analysis*, Macmillan Pub. Company, New York, 1988.
4. Rudin, W. *Principles of Mathematical Analysis*, McGraw Hill Company, New York, 1979.
5. Malik, S.C. and Savita Arora. *Mathematical Analysis*, Wiley Eastern Limited, New Delhi, 1991.
6. G. de Barra, *Measure Theory and Integration*, New Age International, 2003

PARTIAL DIFFERENTIAL EQUATIONS (MP22C)

COURSE OBJECTIVES

1. To Introduce different methods to solve partial differential equations.
2. To Acquire knowledge in classification of PDE and the methods to solve.
3. To Enables the students to find the solutions of PDE in practical application like Engineering, physics etc.,
4. To impart knowledge of PDE for modelling the general structure of solutions.
5. To solve boundary value problems and point out its significance.

SYLLABUS

UNIT-I

Partial Differential Equations of First Order: Formation and solution of PDE-
Integral surfaces – Cauchy Problem order eqn Orthogonal surfaces – First order
non-linear – Characteristics – Compatible system – Charpit method. Fundamentals:
Classification and canonical forms of PDE.

Chapter 0: 0.4 to 0.11 (omit 0.1, 0.2, 0.3 and 0.11.1)

Chapter 1: 1.1 to 1.5

UNIT-II

Elliptic Differential Equations: Derivation of Laplace and Poisson equation – BVP –
Separation of Variables – Dirichlet's Problem and Neumann Problem for a rectangle –
Interior and Exterior Dirichlet's problems for a circle – Interior Neumann problem for a
circle – Solution of Laplace equation in Cylindrical and spherical coordinates –
Examples.

Chapter 2: 2.1, 2.2, 2.5 to 2.13 (omit 2.3 and 2.4)

UNIT-III

Parabolic Differential Equations: Formation and solution of Diffusion equation –
Dirac-Delta function – Separation of variables method – Solution of Diffusion
Equation in Cylindrical and spherical coordinates Examples.

Chapter 3: 3.1 to 3.7 (omit 3.8 & 3.9)

UNIT-IV

Hyperbolic Differential equations: Formation and solution of one-dimensional wave
equation – canonical reduction – IVP- d'Alembert's solution – Vibrating string – Forced
Vibration – IVP and BVP for two-dimensional wave equation – Periodic solution of
one-dimensional wave equation in cylindrical and spherical coordinate systems –
vibration of circular membrane – Uniqueness of the solution for the wave equation –
Duhamel's Principle – Examples

Chapter 4: 4.1 to 4.11 (omit 4.12 & 4.13)

UNIT-V

Green's Function: Green's function for Laplace Equation – methods of Images –
Eigenfunction Method – Green's function for the wave and Diffusion equations.
Laplace Transform method: Solution of Diffusion and Wave equation by
Laplace Transform.

Chapter 5: 5.1 to 5.6 Chapter 6: 6.13.1 and 6.13.2 only (omit (6.14))

COURSE OUTCOMES

Students will be able to

1. Understand and remember the physical situations with real world problems to construct mathematical models using PDE.
2. Analyse the type of PDE and different methods to solve.
3. Evaluate Laplace equation and analyse its application
4. Investigate and solve boundary value problems and point out its significance.

5. Be critically competent in solving linear PDEs using classical solution method.

Recommended Text:

S, Sankar Rao, *Introduction to Partial Differential Equations*, 2nd Edition, Prentice Hall of India, New Delhi. 2005

Books for Reference:

1. R.C.McOwen, *Partial Differential Equations*, 2nd Edn. Pearson Education, New Delhi, 2005.
2. I.N.Sneddon, *Elements of Partial Differential Equations*, McGraw Hill, New Delhi, 1983.
3. R. Dennermeyer, *Introduction to Partial Differential Equations and Boundary Value Problems*, McGraw Hill, New York, 1968.
4. M.D.Raisinghania, *Advanced Differential Equations*, S.Chand & Company Ltd., New Delhi, 2001.

PROBABILITY THEORY (MP22D)

COURSE OBJECTIVES

1. To develop the mathematical probability and their applications
2. To examine the relationship between explanatory and response variables.
3. To interpret the properties of distributions in probability theory.
4. To acquire knowledge about characteristics and properties of theoretical distributions.
5. To Study unbiasedness and consistency of limit theorems.

SYLLABUS

Unit-I

Fundamental concepts – Measure Theory – Classes of sets – Probability measures and their Distribution Functions

Chapter 2: Sections 2.1, 2.2

Unit- II

Random variables – Expectation – Properties of Mathematical Expectations – Independence – Simple problems

Chapter-3 : Sections 3.1, 3.2, 3.3

Unit-III

Convergence concepts – Various modes of convergence – Borel-Cantelli

Lemma-Vagueconvergence

Chapter-4 : Sections 4.1,4.2,4.3

Unit-IV

Law of large numbers-Random series – Impel theorems-Weak law of large numbers-Convergence series –Strong

Law of large numbers –Simple problems

Characteristic Functions : General properties-Convolutions &Uniqueness – Convergencetheorems-Simple applications

*Chapter -5 : Sections 5.1 – 5.4 ,
Omit 5.5Chapter-6 : Sections
6.1-6.4*

Unit-V

Central Limit Theorems and its Ramifications

Liapounov's theorem – Lindeberg Feller Theorem-Ramification of Feller Limit theorems

Conditioning – Markovian property – Martingale – Basic properties of conditional expectations-Conditional

Independence –Markov property-Basic properties of Smartingales.

*Chapter- 7 : Sections
7.1 – 7.3*

*Chapter-9 : Sections
9.1-9.3*

COURSE OUTCOMES

Students will be able to

1. Study multivariate distributions and the independence of random variables.
2. Predicting the effect of an independent variable on the dependent variable.
3. Apply the concepts and methods to find the characteristic functions of the distributions.
4. Evaluating the characteristics of different discrete and continuous distributions.
5. Understand the convergence of distributions and central limit theorem

Recommended Text:

Kai Lai Chung , A Course in Probability Theory, Third edition – Academic Press, New York ,1974

Books for Reference:

1. R.B.Ash , Real Analysis and Probability , Academic Press , New York , 1972
2. R.Durrett , Probability : Theory and Examples, [2nd Edition] , Duxpury Press , New York, 1996
3. V.K.Rohatgi , An Introduction to Probability : Theory and Mathematical Statistics , Wiley EasternLtd., New Delhi, 1988[3rd Print].
4. S.I.Resnick, A Probability Path , Birhauser , Berlin, 1999.
5. B.R.Bhat , Modern Probability Theory ,[3rd Edition] , New Age International (P) Ltd, New Delhi ,1999.

6. M.Fisz , Probability Theory and Mathematical Statistics, John Wiley and Sons, New York, 1963 .

Group –B (Elective Paper-II)

MATHEMATICAL PROGRAMMING (MP42A)

COURSE OBJECTIVES

1. To make the students understand solving LPP using various methods.
2. To understand the concept of Nonlinear Programming Problems.
3. Solving LPP through Dynamic Programming.
4. To solve Classical Optimization Method
5. To understand the concept of Goal Programming problem.

SYLLABUS

Unit 1

Integer Linear Programming : Types of Integer Linear Programming Problems – Concept of Cutting Plane – Gomory's All Integer Cutting Plane Method – Gomory's Mixed Integer Cutting Plane Method Branch and Bound Method. Chapter 7.

Unit 2

Dynamic Programming : Characteristics of Dynamic Programming Problem - Developing Optimal Decision Policy- Dynamic Programming under Certainty – DP approach to solve LPP Chapter 22

Unit 3

Classical Optimization Method : Unconstrained Optimization – Constrained Multi-variable Optimization with Equality Constraints – Constrained Multi-variable Optimization with inequality Constraints. Non-linear Programming Methods : Examples of NLPP – General NLPP – Graphical Solution – Quadratic Programming – Wolfe's modified simplex method Chapter 23, Chapter 24: Sections 24.1 to 24.4 (Omit Beale's method)

Unit 4

Linear Programming Problem – Simple problems. Parametric Linear Programming : Variation in the coefficients c_j , Variations in the Right hand side, b_i Chapter 4 : Section 4.1 to 4.3, Chapter 29

Unit 5

Goal Programming : Difference between LP and GP approach – Concept of Goal Programming – Goal Programming Model formulation – Graphical solution method of Goal Programming. Chapter 8 : Section 8.1 to 8.5

COURSE OUTCOMES

Students will be able to

1. Explain various techniques to solve real life problems expressed in terms of LPP.
2. Able to solve Dynamic Programming Problem using LPP.
3. Apply the fundamental concept of Integer Programming Problems.
4. Understand the Classical Optimization Method with Unconstrained Optimization and Constrained Multi- variable Optimization with Equality Constraints.
5. Learn about the differences between Linear Programming Problem and Goal Programming Problem.

Recommended Text:

1. J.K.Sharma, Operations Research,(fourth edition) Macmillan, New Delhi, 2009.

REFERENCE BOOKS

- 1 Hamdy A. Taha, Operations Research, (Seventh edition) Prentice – Hall of India Private Limited, New Delhi, 1997
2. F.S. Hiller & J.Lieberman Introduction to Operations Research (7th edition) Tata –McGraw Hill Company , New Delhi, 2001.
3. Beightler. C, D.phillips, B. Wilde, Foundations of Optimization (2nd edition)Prentice Hall Pvt Ltd., New York, 1979
4. S.S. Rao – Optimization Theory and Applications, Wiley Eastern, New Delhi. 1990.

WAVELETS

SYLLABUS

UNIT – I : The Discrete Fourier Transforms

Chapter 2 : Sections 2.1 to 2.3

UNIT - II : Wavelets on \mathbb{Z}_n

Chapter 3 : Sections 3.1 and 3.2

UNIT – III : Wavelets on \mathbb{Z}

Chapter 4 : Sections 4.1 to 4.3

UNIT – IV : Wavelets on \mathbb{Z} (Continued)

Chapter 4 : Sections 4.4 to 4.6

UNIT - V : Wavelets on \mathbb{R}

Chapter 5 : Sections 5.1 to 5.5

Recommended Text:

1. Michael W Fraier, An Introduction to Wavelets through Linear

Algebra, Springer verlag, Berlin, 1999

Reference Books:

1. C.K. Chui, An Introduction to Wavelets, Academic Press, 1992
2. E. Hernande and G. Weiss, A First Course in Wavelets, CRC Press, NY 1996
3. D.F. Walnut, Introduction to Wavelet Analysis, Birkhauser, 2004

COMBINATORICS

SYLLABUS

UNIT – I : Basic Combinatorial numbers
Chapter 1 : Section 1

UNIT - II : Generator Functions and Recurrence Relations –Symmetric functions
Chapter 1 : Sections 2 and 3

UNIT – III : Multinomials – Inclusion and Exclusion Principle
Chapter 1 : Sections 4 and 5

UNIT – IV : Necklace Problem and Burnside's Lemma – Cycle Index of Permutation
Group – Polya's Theorems and their Applications
Chapter 2 : Sections 1, 2 and 3

UNIT - V : Binary Operations on Permutation Groups
Chapter 2 : Section 4

Recommended Text:

1. V.Krishnamoorthy, Combinatorics – Theory and Applications ,
Affiliated East – West Press Pvt Ltd, New Delhi , 1985

Reference Books:

- 1 Aigner, M. Combinatorial Theory, Springer Verlag, Berlin 1979
2. Liu, C.L. Introduction to Combinatorial Mathematics. MC
3. Grimaldi, R.P. Discrete and combinatorial Mathematics : An applied introduction (4th Edition). Pearson, (8th Indian Print)

Extra Disciplinary-I

PROGRAMMING IN C++ (MP32B)

COURSE OBJECTIVES

1. To give the students an awareness of the object-oriented programming.
2. To enable the students to write the C++ programs using classes, functions, and interfaces.
3. To make applications using C++ programs.
4. To develop class and objects in C++ programs.
5. To become familiar with operator overloading and type conversion in C++

SYLLABUS

UNIT – I : Tokens, Expressions and Control

Structures

Chapter 3 : Sections 3.1 – 3.25

UNIT – II : Functions in

C++

Chapter 4 : Sections 4.1 to

4.12

UNIT – III : Classes and

Objects

Chapter 5 : Sections 5.1 to

5.19

UNIT – IV : Constructors and

Destructors

Chapter 6 : Sections 6.1 – 6.11

UNIT – V: Operator overloading and Type

Conversions

Chapter 7 : Sections 7.1 to 7.9

COURSE OUTCOMES

Students will be able to

1. Write, compile, and execute C++ programs.
2. Create Classes, objects, arrays of objects, constructors, and Destructors.
3. Analyse over loading operators and inheritance.
4. Deliberate files, pointers, and templates. Create, design, and develop quality programs in C++.
5. Learn how to use C++ templates, files, and advanced features.

Recommended Text:

1. E. Balaguruswamy, Object Oriented Programming with C++, Tata McGrawHill, New Delhi, 1999

REFERENCE BOOKS

1. D.Ravichandran, Programming with C++, Tata McGraw Hill, New Delhi, 1996

MATHEMATICAL ECONOMICS

SYLLABUS

UNIT – I :

The Theory Of Consumer Behaviour : Utility
function – Indifference Curves – Rate of Commodity Substitution –
Existence of Utility Function – maximization of Utility – Choice of a

Utility Index

UNIT - II :

Demand function – Income and Leisure – Substitution and Income effects – Generalisation
to n variables – Theory of Revealed Preference – Problem of Choice in Risk.

Chapter 2: Sections 2.1 to 2.10 for Unit I and II

UNIT – III :

The Theory of Firm : Production Function – Productivity Curves – isoquants – Optimization
behavior – Input Demand Functions – Cost Functions (short – run and long –run)

– Homogeneous Production functions and their properties – CES

Production Function and their properties – Joint products –

Generalisation to m variables

UNIT – IV :

Market Equilibrium : Assumption of Perfect Competition – Demand

Functions – Supply Functions – Commodity Equilibrium – Applications

of the Analysis – factor Market Equilibrium – Existence of Existence

Equilibrium – Stability of Equilibrium – Dynamic Equilibrium with

lagged adjustment

UNIT - V :

Imperfect Competition : Monopoly and its applications

– Duopoly and Oligopoly – Monopolistic Composition – Monopsony,

Duopsony and Oligopsony – Bilateral Monopoly Chapter 6 : Sections

6.1 to 6.7

Recommended Text:

1. J.M. Henderson and R.E. Quandt, Micro Economic Theory – A mathematical Approach (2nd Edn) McGraw Hill ,New York , 1971

REFERENCE BOOKS

1. W.J. Baumol, Economic Theory and Operation Analysis, Prentice Hall of India, New Delhi, 1978
2. A.C. Chiang, Fundamental Methods of Mathematical Economics, McGraw Hill, New York, 1984
3. M.D. Intriligator, Mathematical Optimization and Economic Theory, Prentice hall, New York, 1971
- A. Kautsoyiannis, Modern Microeconomics (2nd Edn) McMillan, New York, 1979.

FINANCIAL MATHEMATICS**SYLLABUS**

UNIT – I : Single Period Models: Definitions from Finance – Pricing of a Forward –
One – step Binary Model

Chapter 1 : Sections 1.1 to 1.3

UNIT – II : Single Period Models ; A characterization of no arbitrage – Risk – Neutral
Probability Measure

Chapter 1 : Sections 1.5 and 1.6

UNIT – III : Binomial trees and Discrete parameter Martingales: Multi period Binary Model –
American options

Chapter 2: Sections 2.1 and 2.2

UNIT – IV : Binomial trees and Discrete parameter Martingales: Discrete parameter
martingales and Markov processes – Martingale theorems

Chapter 2 : Sections 2.3 and 2.4

UNIT – V: Brownian Motion : Definition of the process – Levy's construction of
Brownian Motion

Chapter 3 : Sections 3.1 and 3.2

Recommended Text:

A. Etheridge, A course in Financial Calculus, Cambridge University Press, 2002

REFERENCE BOOKS

1. M. Boxter and A. Rennie, Financial calculus: An Introduction to Derivatives Pricing, Cambridge University Press, 1996
2. D. Lamberton and B. Lapeyre, Introduction to Stochastic Calculus Applied to Finance, Chapman and Hall, 1996
3. M. Musiela and M. Rutkowski, Martingale Methods in Financial Modeling, Springer, New York, 1988
4. R.J. Elliott and P. Ekkehard Kopp, Mathematics of Financial Markets, Springer, New York, 2001 (3rd Printing)

PSSEB- SOFT SKILLS II : SPOKEN AND PRESENTATION SKILLS-

Class: I PG

Semester: EVEN (II)

PAPER IV

SEMESTER IV

ELECTIVE IV

CREDIT II

COURSE OBJECTIVES

- Coach students to identify, classify and apply relevant skill sets
- Illustrate role of skills in real-life work situations with case studies, role play, etc.
- Translate performance of skills into efficient habits
- Enable students to perceive cultural codes involved in presentation and design language performance accordingly

UNIT I: General Language Knowledge and Presentation – STAR strategy – MOM plan

UNIT II: Special Language Knowledge and Presentation – tone, humour, poise – listener/speaker sensitivity and articulation.

UNIT III: General Communication Skills for Presentation – content matching and language matching for specific audience – etiquette, clarity – delivery – use and abuse of hi-tech aids.

UNIT IV: Professional Communication Skills for Presentation – technical presentations

– too much or too little use of technology – Turn taking – Effective not offensive or defensive handling of questions

UNIT V: Social Communication Skills for Presentation – socializing – ice breakers; small talk – dialogue, debate, discussion – selling, advertising and persuading – overcoming

shyness, hesitation – understanding cultural codes.

Practicals:

Unit 1: Case Studies

Units 2,3,4 and 5 : Role play and record work – combination of print, audio and video, where possible.

Learning Outcomes:

Students will be able to:

- Deal with nerves and think more positively about public speaking
- Improved ability to communicate with peers and adults.
- Development of self-awareness.
- Improved cooperative teamwork.
- Helping you build rapport with other people quickly.
- Improving the likelihood of a successful negotiation.

Recommended Texts

- Cathcart, Robert. S. and Larry A. Samovar. 1970. *Small Group Communication: A Reader*. 5th Edition. Wm. C. Brown Publishers. Iowa
- Tamblyn, Doni and Sharyn Weiss. 2000. *The Big Book OF Humorous Training Games*. 2004 Edition. Tata McGraw-Hill. New Delhi
- Andrews, Sudhir. 1988. *How to Succeed at Interviews*. 21st Reprint. Tata McGraw-Hill. New Delhi
- Monippally, Matthukutty. M. 2001. *Business Communication Strategies*. 11th Reprint. Tata McGraw-Hill. New Delhi
- Lucas, Stephen. 2001. *Art of Public Speaking*. Mc-Graw Hill.
- Pillai, Radhakrishnan, 2006, *Spoken English for you*, Emerald Publishers, Chennai.

Semester – III

SUBJECT NAME: COMPLEX ANALYSIS-I

SUBJECT CODE: MFF3A

COURSE OBJECTIVES:

- 1.To Evaluate integrals, singularities and determine the values of integrals using residues.
- 2.To Apply and understand about limits and to know how they are used in series and problems.
3. To Analyze functions of complex variables in terms of continuity and analyticity.

Title of the Course		COMPLEX ANALYSIS-I					
Paper Number		IX					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	III				
Pre-requisite		Real Analysis and UG level Complex Analysis					
Course Outline		UNIT-I : Cauchy's Integral Formula: The Index of a point with respect to a closed curve – The Integral formula – Higher derivatives. Local Properties of analytical Functions : Removable Singularities-Taylor's Theorem – Zeros and poles – The local Mapping – The Maximum Principle Chapter 4 : Section 2 : 2.1 to 2.3, Section 3 : 3.1 to 3.4					
		UNIT-II :The general form of Cauchy's Theorem : Chains and cycles-Simple Connectivity - Homology - The General statement of Cauchy's Theorem - Proof of Cauchy's theorem - Locally exact differentials-Multiply connected regions - Residue theorem - The argument principle. Chapter 4 : Section 4 : 4.1 to 4.7, Section 5: 5.1 and 5.2					
		UNIT-III :Evaluation of Definite Integrals and Harmonic Functions: Evaluation of definite integrals - Definition of Harmonic functions and basic properties - Mean value property - Poisson formula. Chapter 4 : Section 5 : 5.3, Section 6 : 6.1 to 6.3					
		UNIT-IV : Harmonic Functions and Power Series Expansions: Schwarz theorem - The reflection principle - Weierstrass theorem – Taylor Series – Laurent series . Chapter 4 : Sections 6.4 and 6.5 Chapter 5 : Sections 1.1 to 1.3					
		UNIT-V: Partial Fractions and Entire Functions: Partial fractions - Infinite products – Canonical products – Gamma Function- Jensen's formula Chapter 5 : Sections 2.1 to 2.4, Sections 3.1					
Recommended Text		Lars V. Ahlfors, Complex Analysis, (3 rd edition) McGraw Hill Co., New York, 1979					
Reference Books		1.H.A. Priestly, Introduction to Complex Analysis, Clarendon Press,Oxford, 2003. 2.J.B.Conway, Functions of one complex variable Springer International Edition, 2003 3.T.WGamelin, Complex Analysis, Springer International Edition, 2004. 4.D.Sarason, Notes on complex function Theory, Hindustan Book Agency, 1998					

LEARNING OUTCOMES:**Students will be able to**

1. Define and recognise the basic properties of complex numbers.
2. Apply CR equations and harmonic functions to solve problems.
3. Understand the concepts of complex functions and its related theorems.

SUBJECT NAME: TOPOLOGY**SUBJECT CODE: MFF3B****COURSE OBJECTIVES:**

1. To Demonstrate knowledge and understanding the concepts of topological spaces.
2. To understand the concepts of continuous functions, connectedness and compactness.
3. To Introduce the concepts of countability and separation axioms.

Title of the Course		TOPOLOGY					
Paper Number		X					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	III				
Pre-requisite		Real Analysis					
Course Outline		Unit I - Topological spaces, Basis for a topology, Product topology on $X \times Y$, Subspace topology, Closed sets and Limit points, Continuous functions. Chapter 2 - Sections 12, 13, 15, 16, 17, 18.					
		Unit II - Connected spaces, Connected subspaces of the real line, Components and Local connectedness, Compact spaces, Compact subspaces of the real line. Chapter 3 - Sections 23, 24, 25, 26, 27.					
		Unit III - Countability axioms, Separation axioms, Normal spaces, Urysohn's Lemma, Urysohn metrization theorem, Tietze extension theorem. Chapter 4 - Sections 30, 31, 32, 33, 34, 35					
		Unit IV - Product topology, Tychonoff theorem Chapter 2 - Sections 19. Chapter 5 - Section 37.					
		Unit V - Homotopy of paths, Fundamental group. Chapter 9 - Sections 51, 52.					
Recommended Text		James R. Munkres “ <i>Topology</i> ” (Second edition) PHI, 2015.					
Reference Books		<ol style="list-style-type: none">1. T.W. Gamelin and R.E. Greene, <i>Introduction to Topology</i>, The Saunders Series, 1983.2. G.F. Simmons, <i>Introduction to Topology and Modern Analysis</i>, Mcgraw-Hill3. J. Dugundji, <i>Topology</i>, Prentice Hall of India.4. J.L. Kelly, <i>General Topology</i>, Springer.5. S. Willard, <i>General Topology</i>, Addison-Wesley.					

LEARNING OUTCOMES:

Students will be able to

1. Create new topological spaces by using subspace, product and quotient topology.
2. Construct a variety of examples and counter examples in topology .
3. Understand the properties of the compact spaces and analyse the different types of Compactness.

SUBJECT NAME: OPERATIONS RESEARCH**SUBJECT CODE: MFF3C****COURSE OBJECTIVES:**

1. To understand the concept of Network models.
2. To make the students understand and solving Deterministic inventory controls.
3. To understand the application of queuing theory in real life situation and methods of solving related problems.

Title of the Course		OPERATIONS RESEARCH					
Paper Number		XI					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	III				
Pre-requisite		UG Level Operations Research					
Course Outline		UNIT-I : Decision Theory : Steps in Decision theory Approach – Types of Decision-Making Environments – Decision Making Under Uncertainty – Decision Making under Risk – Posterior Probabilities and Bayesian Analysis – Decision Tree Analysis – Decision Making with Utilities. Chapter 10 : Sec. 10.1 to 10.8					
		UNIT-II : Network Models : Scope of Network Applications – Network Definition – Minimal spanning tree Algorithm – Shortest Route problem – Maximum flow model – Minimum cost capacitated flow problem - Network representation – Linear Programming formulation – Capacitated Network simplex Algorithm. Chapter 6 : Sections 6.1 to 6.6 H.A.Taha : Operations Research					
		UNIT-III : Deterministic Inventory Control Models: Meaning of Inventory Control – Functional Classification – Advantage of Carrying Inventory – Features of Inventory System – Inventory Model building - Deterministic Inventory Models with no shortage – Deterministic Inventory with Shortages Probabilistic Inventory Control Models: Single Period Probabilistic Models without Setup cost – Single Period Probabilities Model with Setup cost. Chapter 13: Sec. 13.1 to 13.8 Chapter 14: Sec. 14.1 to 14.3					
		UNIT-IV : Queueing Theory : Essential Features of Queueing System – Operating Characteristic of Queueing System – Probabilistic Distribution in Queueing Systems – Classification of Queueing Models – Solution of Queueing Models – Probability Distribution of Arrivals and Departures – Erlangian Service times Distribution with k-Phases. Chapter 15 : Sec. 15.1 to 15.8					
		UNIT-V : Replacement and Maintenance Models: Failure Mechanism of items – Replacement of Items that deteriorate with Time – Replacement of items that fail completely – other Replacement Problems. Chapter 16: Sec. 16.1 to 16.5					

Recommended Texts	1. For Unit 2 : H.A. Taha, <i>Operations Research</i> , 6 th edition, Prentice Hall of India 2. For all other Units: J.K.Sharma, <i>Operations Research</i> , MacMillan India, New Delhi, 2001.
Reference Books	1. F.S. Hiller and J.Lieberman -, <i>Introduction to Operations Research</i> (7 th Edition), Tata McGraw Hill Publishing Company, New Delhi, 2001. 2. Beightler. C, D.Phillips, B. Wilde, <i>Foundations of Optimization</i> (2 nd Edition) Prentice Hall Pvt Ltd., New York, 1979 3. Bazaraa, M.S; J.J.Jarvis, H.D.Sharall, <i>Linear Programming and Network flow</i> , John Wiley and sons, New York 1990. 4. Gross, D and C.M.Harris, <i>Fundamentals of Queueing Theory</i> , (3 rd Edition), Wiley and Sons, New York, 1998.

LEARNING OUTCOMES:

Students will be able to

- 1.Explain various techniques to solve real life problems in decision theory.
- 2.Apply the fundamental concept of Inventory control.
- 3.Understand the queuing theory.

SUBJECT NAME: MECHANICS

SUBJECT CODE: MFF3D

COURSE OBJECTIVES:

To demonstrate knowledge and understanding of the following fundamental concepts in:

1. The dynamics of system of particles motion of rigid body.
2. Lagrangian and Hamiltonian formulation of mechanics.
3. Derive the equations of motion for complicated mechanical systems using the Lagrangian and Hamiltonian formulation of classical mechanics.

Title of the Course		MECHANICS					
Paper Number		XII					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	III				
Pre-requisite		Calculus and Differential equations.					
Course Outline		UNIT-I :Mechanical Systems : The Mechanical system- Generalised coordinates – Constraints - Virtual work - Energy and Momentum Chapter 1 : Sections 1.1 to 1.5					
		UNIT-II :Lagrange's Equations: Derivation of Lagrange's equations- Examples- Integrals of motion. Chapter 2 : Sections 2.1 to 2.3 (Omit Section 2.4)					
		UNIT-III :Hamilton's Equations : Hamilton's Principle - Hamilton's Equation - Other variational principles. Chapter 4 : Sections 4.1 to 4.3 (Omit section 4.4)					

	UNIT – IV :Hamilton-Jacobi Theory : Hamilton Principle function – Hamilton-Jacobi Equation - Separability Chapter 5 : Sections 5.1 to 5.3
	UNIT-V :Canonical Transformation : Differential forms and generating functions – Special Transformations– Lagrange and Poisson brackets. Chapter 6 : Sections 6.1, 6.2 and 6.3 (omit sections 6.4, 6.5 and 6.6)
Recommended Text	D. Greenwood, <i>Classical Dynamics</i> , Prentice Hall of India, New Delhi, 1985.
Reference Books	1. H. Goldstein, <i>Classical Mechanics</i> , (2 nd Edition) Narosa Publishing House, New Delhi. 2. N.C.Rane and P.S.C.Joag, <i>Classical Mechanics</i> , Tata McGraw Hill, 1991. 3. J.L.Synge and B.A.Griffth, <i>Principles of Mechanics</i> (3 rd Edition) McGraw Hill Book Co., New York, 1970.

LEARNING OUTCOMES:

Students will be able to

1. Define and understand basic mechanical concepts related to discrete and continuous mechanical systems,
2. Describe and understand the motion of a mechanical system using Lagrange-Hamilton formalism.
3. Identify canonical transformations and apply Lagrange- Poisson Brackets.

GROUP C: ELECTIVE-III

SUBJECT NAME: NUMBER THEORY AND CRYPTOGRAPHY

SUBJECT CODE: MFFAH

COURSE OBJECTIVES:

1. To provide an exposure in advanced number theory concepts
2. To introduce cryptography and make them to encipher and decipher text messages using number theory and algebra concepts.
3. To learn public key cryptography.

Title of the course		C2.NUMBER THEORY AND CRYPTOGRAPHY					
Category	Elective-III	Year	II	Credits	3	Course Code	
		Semester	III				
Pre-requisite		Elementary number theory and calculus					
Course Outline		UNIT – I : Elementary Number Theory : Time estimates for doing arithmetic – divisibility and the Euclidean algorithm Chapter 1 : Sections 1 and 2					
		UNIT - II : Elementary Number Theory :Congruences – Some applications to factoring Chapter 1 : Sections 3 and 4					

	UNIT – III : Finite Fields and Quadratic Residues: Finite Fields, Quadratic residues and reciprocity Chapter 2 : Sections 1 and 2
	UNIT – IV : Cryptography : Some simple cryptosystems Enciphering matrices Chapter 3 : Sections 1 and 2.
	UNIT - V : Public Key : Public Key Cryptography - RSA Chapter 4 : Sections 1 and 2
Recommended Text	Neal Koblit, A course in Number Theory and Cryptography, Springer – Verlag, New York, 1987
Reference Books	<ol style="list-style-type: none"> 1. I. Niven and H.S.uckermann, An Introduction to Theory of Numbers (Edition 3), Wiley Eastern Ltd, New Delhi 1976 2. D.M.Burton, Elementary Number Theory, Brown Publishers, Iowa, 1989 3. K.Ireland and M.Rosen, A classic Introduction to Modern Number Theory, Springer – Verlag, 1972 4. N.Koblit, Algebraic Aspects of Cryptography, Springer- Verlag, 1998

LEARNING OUTCOMES:

Students will be able to

1. Understand advanced number theory concepts.
2. Gain knowledge in Finite fields and quadratic residues and reciprocity
3. Learn encipher and decipher text messages and Public key cryptography

Extra Disciplinary –II

SUBJECT NAME: JAVA PROGRAMMING

SUBJECT CODE: MFFBD

COURSE OBJECTIVES:

- 1.To introduce object oriented design techniques and problem solving using java
- 2.To provide the insight to programming language the fundamentals of Language
- 3.To impart the benefits of object oriented language

Title of the course		1.JAVA PROGRAMMING					
Category	Extra disciplinary II	Year	II	Credits	3	Course Code	
		Semester	III				
Pre-requisite		Knowledge in Programming in C / C++					
Course Outline		UNIT – I : Overview of Java Language: Java Tokens – Java Statements. Chapter 3 : Section 3.1 to 3.12					
		UNIT – II : Constants – Variables – Data Types Chapter 4 : Section 4.1 to 4.12					

	UNIT – III : Operators - Expressions Chapter 5 : Section 5.1 to 5.16
	UNIT – IV : Decision making and Branching Chapter 6 : Section 6.1 – 6.9
	UNIT – V : Classes – Objects – Methods – Arrays – Strings Chapter 8 : Section 8.1 to 8.19 Chapter 9 : Section 9.1 to 9.5
Recommended Text	E. Balaguruswamy, Programming with Java – A primer, Tata McGraw Hill Publishing Company Limited, New Delhi, 1998
Reference Books	<ol style="list-style-type: none"> 1. Mitchell Waite and Robert Lafore, Data Structure and Algorithms in Java, Tech media (Indian Edition) New Delhi, 1999 2. Adam Drozdek, Data Structures and Algorithms in Java (Brown /Cole) Vikas Publishing House, New Delhi 2001.

LEARNING OUTCOMES:

Students will be able to

1. Use an integrated development environment to write ,compile, run,and test
2. Make relational operations in Java
3. Understand the communication process through the web

Semester –IV

SUBJECT NAME: COMPLEX ANALYSIS- II

SUBJECT CODE: MFF4A

COURSE OBJECTIVES:

1. To study and Understand Weierstrass function and its applications.
2. To define and recognize the basic properties of the Riemann Zeta function .
3. To enable the students to understand the concepts of Riemann mapping Theorems,conformal mappings and harmonic functions

Title of the Course		COMPLEX ANALYSIS- II					
Paper Number		XIII					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	IV				
Pre-requisite		Complex Analysis-I and Real Analysis					

Course Outline	UNIT-I : Riemann Zeta Function and Normal Families : Product development – Extension of $\zeta(s)$ to the whole plane – The zeros of zeta function – Equicontinuity – Normality and compactness – Arzela's theorem – Families of analytic functions Chapter 5 : Sections 4.1 to 4.4, Sections 5.1 to 5.4
	UNIT-II : Riemann mapping Theorem : Statement and Proof – Boundary Behaviour – Use of the Reflection Principle. Conformal mappings of polygons : Behaviour at an angle Schwarz-Christoffel formula – Mapping of a rectangle. Harmonic Functions : Functions with mean value property – Harnack's principle. Chapter 6 : Sections 1.1 to 1.3 (Omit Section 1.4) Sections 2.1 to 2.3 (Omit section 2.4), Section 3.1 and 3.2
	UNIT-III : Elliptic functions : Simply periodic functions – Doubly periodic functions Chapter 7 : Sections 1.1 to 1.3, Sections 2.1 to 2.4
	UNIT-IV : Weierstrass Theory : The Weierstrass \wp -function – The functions $\zeta(s)$ and $\sigma(s)$ – The differential equation – The modular equation $\lambda(\tau)$ – The Conformal mapping by $\lambda(\tau)$. Chapter 7 : Sections 3.1 to 3.5
	UNIT-V : Analytic Continuation : The Weierstrass Theory – Germs and Sheaves – Sections and Riemann surfaces – Analytic continuation along Arcs – Homotopic curves – The Monodromy Theorem – Branch points. Chapter 8 : Sections 1.1 to 1.7
Recommended Text	Lars V. Ahlfors, <i>Complex Analysis</i> , (3 rd Edition) McGraw Hill Book Company, New York, 1979.
Reference Books	1.H.A. Priestly, <i>Introduction to Complex Analysis</i> , Clarendon Press, Oxford, 2003. 2.J.B.Conway, <i>Functions of one complex variable</i> , Springer International Edition, 2003 3.T.W.Gamelin, <i>Complex Analysis</i> , Springer International Edition, 2004. 4.D.Sarason, <i>Notes on Complex function Theory</i> , Hindustan Book Agency, 1998

LEARNING OUTCOMES:

Students will be able to

1. Use Riemann mapping theorem in applications.
2. Have a fundamental understanding of Elliptic functions.
3. Have a good background for studying these more advanced topics.

SUBJECT NAME: DIFFERENTIAL GEOMETRY

SUBJECT CODE: MFF4B

COURSE OBJECTIVES:

1. To get introduced to the concept of a regular parameterized, the concept of curvature of a space curve and signed curvature of a plane curve. the fundamental theorem for plane curves, the notion of Serret-Frenet frame for space curves and the involutes and evolutes of space curves with the help of examples.
2. To be able to compute the curvature and torsion of space curves, able to understand the fundamental theorem for space curves, get introduced to the concept of a parameterized

surface with the help of examples, Understand the idea of orientable/non-orientable surfaces, get introduced to the idea of first fundamental form/metric of a surface.

3. To Understand the normal curvature of a surface, its connection with the first and second fundamental form and Euler's theorem, Understand the Weingarten Equations, mean curvature and Gaussian curvature, understand surfaces of revolution with constant negative and positive Gaussian curvature, prove Theorema Egregium of Gauss.

Title of the Course		DIFFERENTIAL GEOMETRY					
Paper Number		XIV					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	IV				
Pre-requisite		Linear Algebra and Calculus					
Course Outline		Unit I - Curves in the plane and in space : Curves, parametrisation, arc length, level curves, curvature, plane and space curves. Chapters 1 and 2.					
		Unit II - Surfaces in space : Surface patches, smooth surfaces, tangents, normals, orientability, examples of surfaces, lengths of curves on surfaces, the first fundamental form, isometries, surface area Chapter 4 - 4.1, 4.2, 4.3, 4.4, 4.7 and Chapter 5 - 5.1, 5.2, 5.4					
		Unit III - Curvature of surfaces: The second fundamental form, Curvature of curves on a surface, normal, principal, Gaussian and mean curvatures, Gauss map. Chapter 6 - 6.1, 6.2, 6.3 and Chapter 7 - 7.1, 7.5,7.6					
		Unit IV - Geodesics : Geodesics, geodesic equations, geodesics as shortest pat geodesic coordinates. Chapter 8 - 8.1, 8.2, 8.4, 8.5					
		Unit V - Theorema Egregium of Gauss : Theorema Egregium, isometries of surfaces, Codazzi-Mainardi equations, compact surfaces of constant Gaussian curvature Chapter 10					
Recommended Text		A. Pressley, <i>Elementary Differential Geometry</i> , Springer-Indian Edition, 2004.					
Reference Books		<ol style="list-style-type: none">J.A. Thorpe, <i>Elementary Topics in Differential Geometry</i>, Springer-Indian edition.E.D. Bloch, <i>A First Course in Geometric Topology and Differential Geometry</i>, Birkhauser, 1997.M.P. do Carmo, <i>Differential Geometry of Curves and Surfaces</i>, Prentice-Hall, 1976.					

LEARNING OUTCOMES:

Students will be able to

1. Calculate the curvature and torsion of a curve, Find the osculating surface and the osculating curve at any point of a given curve.

2. Calculate the first and the second fundamental forms of a surface,
3. Calculate the Gaussian curvature, the mean curvature, the curvature lines, the asymptotic lines, the geodesics of a surface.

SUBJECT NAME: FUNCTIONAL ANALYSIS

SUBJECT CODE: MFF4C

COURSE OBJECTIVES:

1. To get an overview of normed spaces and familiarize on Banach space, Hilbert space, conjugate space
2. To understand the concepts of bounded linear operators and spectral theory.
3. To study Orthogonal complements, Orthonormal sets and conjugate space.

Title of the Course		FUNCTIONAL ANALYSIS					
Paper Number		XV					
Category	Core	Year	II	Credits	4	Course Code	
		Semester	IV				
Pre-requisite		Basic Analysis, Topology and Linear Algebra					
Course Outline		Unit I - Normed spaces, Continuity of linear maps, Hahn-Banach Theorems, Banach Spaces. Chapters II (omit sections 6.8, 7.11, 7.12, 8.4)					
		Unit II - Uniform boundedness principle, Closed Graph and Open Mapping theorems, Bounded Inverse Theorem, Spectrum of a bounded operator. Chapter III (omit sections 9.4 to 9.7, 11.2, 11.4, 11.5, 12.6, 12.7)					
		Unit III - Duals and Transposes, Weak and weak *convergence, Reflexivity Chapter IV (omit sections 13.7, 13.8, 14, 15.5 to 15.7, 16.5 to 16.9)					
		Unit IV - Inner Product Spaces, Orthonormal sets, Best approximation, Projection and Riesz Representaion theorems. Chapter VI (omit sections 23.2, 23.4, 23.6, 24.7, 24.8)					
		Unit V - Bounded operators and adjoints, Normal, unitary and self adjoin Operators, Spectrum and Numerical range, Compact selfadjoint operators Chapter VII (omit sections 26.4, 26.5 26.6, 27.4 to 27.7, 28.7, 28.8)					
Recommended Text		B.V. Limaye, Functional Analysis, New Age International, 1996.					
Reference Books		1. W.Rudin Functional Analysis, Tata McGraw-Hill Publishing Company, New Delhi , 1973 2. G.Bachman & L.Narici, Functional Analysis Academic Press, New York , 1966. 3. C. Goffman and G.Pedrick, First course in Functional Analysis, Prentice Hall of India, New Delhi, 1987 4. E. Kreyszig, Introductory Functional Analysis with Applications, John wiley & Sons, New York.,1978.					

LEARNING OUTCOMES:

Students will be able to

1. Familiarize with the concepts of normed linear spaces and operators on normed linear space.
2. Demonstrate an understanding of the concepts of Hilbert spaces and Banach spaces, and their role in mathematics.

- Understand the concepts of linear operators, self adjoint, unitary operators , isometric isomorphism on Hilbert spaces ,Determinants ,the spectrum of an operator, Banach algebra .

SUBJECT NAME: FLUID DYNAMICS
SUBJECT CODE: MFFAJ

Group D: Elective IV

COURSE OBJECTIVES:

- To introduce fundamental aspects of fluid flow behaviour.
- To learn to develop steady state fluid flow , apply Eulers and Bernoullis equation of motion .
- To understand axis symmetric flow, stress components of fluidflow and Navier stokes equation of motion.

Title of the Course		D1. FLUID DYNAMICS					
Category	Elective-IV	Year	II	Credits	3	Course Code	
		Semester	IV				
Pre-requisite		Basic Differential Equations, Vector Calculus and Complex Analysis					
Course Outline		UNIT-I : Kinematics of Fluids in motion. Real fluids and Ideal fluids- Velocity of a fluid at a point, Stream lines , path lines , steady and unsteady flows- Velocity potential - The vorticity vector- Local and particle rates of changes - Equations of continuity - Worked examples - Acceleration of a fluid - Conditions at a rigid boundary. Chapter 2. Sec 2.1 to 2.10.					
		UNIT-II: Equations of motion of a fluid : Pressure at a point in a fluid at rest.- Pressure at a point in a moving fluid - Conditions at a boundary of two inviscid immiscible fluids- Euler’s equation of motion - Discussion of the case of steady motion under conservative body forces. Chapter 3. Sec 3.1 to 3.7					
		UNIT-III :Some three dimensional flows. Introduction- Sources, sinks and doublets - Images in a rigid infinite plane - Axis symmetric flows - Stokes stream function Chapter 4 Sec 4.1, 4.2, 4.3, 4.5.					
		UNIT-IV : Some two dimensional flows : Meaning of two dimensional flow - Use of Cylindrical polar coordinates - The stream function - The complex potential for two dimensional , irrotational incompressible flow - Complex velocity potentials for standard two dimensional flows - Some worked examples - Two dimensional Image systems - The Milne Thompson circle Theorem. Chapter 5. Sec 5.1 to 5.8					
		UNIT-V Viscous flows: Stress components in a real fluid. - Relations between Cartesian components of stress- Translational motion of fluid elements - The rate of strain quadric and principle stresses - Some further properties of the rate of strain quadric - Stress analysis in fluid motion - Relation between stress and rate of strain- The coefficient of viscosity and Laminar flow - The Navier – Stokes equations of motion of a Viscous fluid. Chapter 8. Sec 8.1 to 8.9					
Recommended Text		F. Chorlton, <i>Text Book of Fluid Dynamics</i> ,CBS Publications. Delhi ,1985.					
Reference Books		1. R.W.Fox and A.T.McDonald. Introduction to Fluid Mechanics, Wiley, 1985.					

	2. E.Krause, Fluid Mechanics with Problems and Solutions, Springer, 2005. 3.B.S.Massey, J.W.Smith and A.J.W.Smith, Mechanics of Fluids, Taylor and Francis, New York, 2005 4. P.Orlandi, Fluid Flow Phenomena, Kluwer, New Yor, 2002. 5. T.Petrila, Basics of Fluid Mechanics and Introduction to Computational Fluid Dynamics, Springer, berlin, 2004.
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LEARNING OUTCOMES:

Students will be able to

1. Describe the physical properties of a fluid and calculate the pressure distribution for incompressible fluids.
2. Describe the principles of motion for fluids and the areas of velocity and acceleration.
3. Apply stokes stream function for axis symmetric flow and understand rate of stress and strain quadric.

Group E: Elective V

SUBJECT NAME: TENSOR ANALYSIS AND RELATIVITY SUBJECT CODE: MFFAM

COURSE OBJECTIVES:

1. To develop steady state mechanical energy balance equation for fluid flow systems.
2. To estimate pressure drop in fluid flow systems.
3. To determine performance characteristics of fluid machinery

Title of the Course		E1.TENSOR ANALYSIS AND RELATIVITY					
Category	Elective - V	Year	II	Credits	3	Course Code	
		Semester	IV				
Pre-requisite		Vector Calculus and Mechanics					
Course Outline		UNIT-I : Tensor Algebra : Systems of Different orders – Summation Convention – Kronecker Symbols - Transformation of coordinates in S_n - Invariants – Covariant and Contravariant vectors - Tensors of Second Order – Mixed Tensors – ZeroTensor – Tensor Field – Algebra of Tensors – Equality of Tensors – Symmetric and Skew-symmetric tensors - Outer multiplication, Contraction and Inner Multiplication – Quotient Law of Tensors – Reciprocal Tensor – Relative Tensor – Cross Product of Vectors. Chapter I : I.1 – I.3,I.7 and I.8 and Chapter II : II.1 – II.19					
		UNIT-II :Tensor Calculus : Riemannian Space – Christoffel Symbols and their properties. Chapter III: III.1 and III.2					
		UNIT-III : Tensor Calculus(contd) : Covariant Differentiation of Tensors – Riemann–Christoffel Curvature Tensor – Intrinsic Differentiation Chapter III:III.3 – III.5					

	<p>UNIT-IV :Special Theory of Relativity : Galilean Transformations – Maxwell’s equations – The ether Theory – The Principle of Relativity. Relativistic Kinematics : Lorentz Transformation equations – Events and simultaneity – Example – Einstein Train – Time dilation – Longitudinal Contraction - Invariant Interval - Proper time and Proper distance - World line - Example – twin paradox – addition of velocities – Relativistic Doppler effect. Chapter 7 : Sections 7.1 and 7.2</p> <p>UNIT-V : Relativistic Dynamics : Momentum – Energy – Momentum – energy four vector – Force - Conservation of Energy – Mass and energy – Example – inelastic collision – Principle of equivalence – Lagrangian and Hamiltonian formulations. Accelerated Systems : Rocket with constant acceleration – example – Rocket with constant thrust. Chapter 7 : Sections 7.3 and 7.4</p>
Recommended Text For Units I,II and III	U.C. De, Absos Ali Shaikh and JoydeepSengupta, Tensor Calculus, Narosa Publishing House, New Delhi, 2004.
For Units IV and V	D.Greenwood, Classical Dynamics, Prentice Hall of India, New Delhi, 1985.
Reference Books	<ol style="list-style-type: none"> 1. J.L.Synge and A.Schild, Tensor Calculus, Toronto, 1949. 2. A.S.Eddington. The Mathematical Theory of Relativity, Cambridge University Press, 1930. 3. P.G.Bergman, An Introduction to Theory of Relativity, Newyor, 1942. 4. C.E.Weatherburn, Riemannian Geometry and the Tensor Calculus, Cambridge, 1938.

LEARNING OUTCOMES:

Students will be able to

1. Understand basic concepts of tensors, Christoffel symbols and problems
2. Understand tensor differentiation and Christoffel curvature Tensor.
3. Understand principle of equivalence and Accelerated system.

COURSE ASSESSMENT NORMS:

INTERNAL MARKS	Assessment of Marks	Maximum Marks
	Internal Assessment Marks – 10	25
	Assignment - 5	
	Seminar - 5	
	Attendance – 5	
EXTERNAL MARKS	University Examinations	75
TOTAL		100

ANNA ADARSH COLLEGE FOR WOMEN
POST GRADUATE DEPARTMENT OF MATHEMATICS

SYLLABUS

B.Sc. Mathematics

(for the academic year 2022-2023)

S.No	Faculty Name	QUALIFICATION
1	Mrs.J.Prabha	M.Sc., M.Phil, B.Ed, SLST '90
2	Mrs.P.P.Sharmishta	M.Sc., M.Phil, SET
3	Mrs.N.K.Vinodhini	M.Sc., M.Phil, SET
4	Mrs.K.Sheela	M.Sc., M.Phil, SET
5	Mrs.R.Mahalakshmi	M.Sc., M.Phil
6	Mrs.C.D.Kalpana	M.Sc., M.Phil
7	Mrs.R.Mary Mercy Priya	M.Sc., M.Phil
8	Dr. M.Arunma	M.Sc., M.Phil, PGDAOR, Ph.D, SET
9	Dr .S.Geetha	M.Sc., M.Phil, Ph.D, SET
10	Mrs.S.Gayathri	M.Sc., M.Phil, PGDCA, SET
11	Dr .V.Sathyavathy	M.Sc., M.Phil, M.Ed, Ph.D, SET
12	Mrs. S. Nirmal Veena	M.Sc., M.Phil, SET
13	Dr. R. V. Sangeetha (odd sem)	M.Sc., M.Phil, Ph.D
	Mrs. G. Vinodhini (even sem)	M.Sc., M.Phil

PROGRAM OUTCOMES

PO-1	Enables the students to enhance Computational skills and Mathematical reasoning.
PO-2	Develops the ability to think critically, logically, and analytically
PO-3	Helps students to prepare for different career opportunities in Industries, Commerce, Education and Research
PO-4	Read, understand, and construct correct mathematical proofs in order to identify and solve real-life problems
PO-5	Learn and develop mathematical skills that are relevant to professional work

PROGRAM SPECIFIC OUTCOMES

PO-1	To deliberate in critical and analytical manner
PO-2	To demonstrate basic evaluative skills in Algebra, Geometry, Trigonometry, Calculus and Proficiency in writing proofs.
PO-3	To elaborate mathematical concepts efficiently in clear and concise terms.
PO-4	To learn numerical aptitude applying both qualitative and quantitative knowledge for their future career.
PO-5	To gain knowledge to pursue advanced studies and research in pure and applied Mathematical Sciences.

1. PREAMBLE

The curriculum of B.Sc. Mathematics is structured in a way that the students acquire in-depth knowledge to perceive the principles of the core. Basics in Algebra, Calculus, Analytical Geometry, Differential Equations and Transform Techniques are covered exclusively to prepare the students to proceed to the next level of Higher Mathematics of Linear Algebra, Real and Complex Analysis, Mechanics. A list of varied electives namely, Operations Research, Graph Theory, Number Theory, Programming Language 'C', Mathematical Modelling, Programming with Python are furnished to bridge between the Main and Applied Mathematics. The comprehensive curriculum design yields an excellent career opportunity in Research, Education, Public and Private Sectors, Business sectors, Banking, IT Industries and in every domain of contemporaries.

2. PROGRAM LEARNING OUTCOMES

The comprehensive course outline enables the students to enhance Computational skills and Mathematical reasoning. The program develops the ability to think critically, logically and analytically thereby preparing the students to enhanced career opportunities in Industries, Commerce, Education and Research.

a. NATURE AND EXTENT OF BACHELOR'S DEGREE PROGRAMME

Mathematics is the culmination of in-depth of knowledge of Algebra, Calculus, Differential equations and several other branches of Mathematics. This also leads to selected areas like Computer science and Statistics. Mathematics is a diverse discipline that deals with data, measurement and observations from science, with inference, deduction and proof and with mathematical models of natural phenomena of human behaviour and of social systems.

b. AIMS OF BACHELOR'S DEGREE PROGRAMME IN MATHEMATICS

The overall aim of B.Sc. Mathematics is to

- develop broad and balanced knowledge and understanding of definitions, concepts, principles and theorems.
- enhance the ability of learners to apply the knowledge and skills acquired by them during the programme to solve specific theoretical and applied problems in mathematics.
- provide students/learners sufficient knowledge and skills enabling them to undertake further studies in mathematics and its allied areas on multiple disciplines concerned with mathematics.

c. GRADUATE ATTRIBUTES IN MATHEMATICS

The graduate attributes in mathematics are mentioned in the expected course learning outcomes of each course which provides critical thinking, analytical reasoning, problem solving and research related skills etc.,

3.COURSE STRUCTURE

FIRST SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part - I	Language Paper -I	6	3	25	75	100
Part - II	BP2-ENG01-Communicative English I	3	3	50	50	100
Part - III	BMA-CSC01: Algebra	4	4	25	75	100
	BMA-CSC02: Differential Calculus	4	4	25	75	100
	BMA-CSA01:Calculus of Finite Differences and Numerical Analysis-I- Allied Paper- I	9	5	25	75	100
Part - IV	Basic Tamil/Adv. Tamil/NME –I*	-	2	25	75	100
	BP4-EPSC 01-English for Physical Sciences I	4	4	50	50	100

SECOND SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part - I	Language Paper -II	6	3	25	75	100
Part - II	BP2-ENG02-Communicative English II	3	3	50	50	100
Part - III	BMA-CSC03: Trigonometry	4	4	25	75	100
	BMA-CSC04: Integral Calculus and Vector Analysis	4	4	25	75	100
	BMA-CSA03:Calculus of Finite Differences and Numerical Analysis-II (pre-requisite Calculus of finite differences and Numerical Analysis -I) - Allied Paper- II	9	5	25	75	100
Part - IV	Basic Tamil/Adv. Tamil/NME-II*	-	2	25	75	100
	BP4-EPSC 02-English for Physical Sciences II	4	4	50	50	100

*NME: CHOOSE ANY ONE OF THE PAPER FROM THE OTHER DEPARTMENT

THIRD SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part - I	Language Paper -III	6	3	25	75	100
Part - II	BP2-ENG03-Language Through Literature- I	6	3	50	50	100
Part - III	BMA-CSC05: Analytical Geometry	5	4	25	75	100
	BMA-CSC06: Differential Equations	4	4	25	75	100
	Allied Paper- III	9	5	25	75	100
Part - IV	Environmental Studies	-	Examination will be held in the IV Sem.			
	Soft Skills	-	3	50	50	100

FOURTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part - I	Language Paper -IV	6	3	25	75	100
Part - II	BP2-ENG04-Language Through Literature- II	6	3	50	50	100
Part - III	BMA-CSC07: Transform Techniques	4	4	25	75	100
	BMA-CSC08: Statics	5	4	25	75	100
	Allied Paper- IV	9	5	25	75	100
Part - IV	Environmental Studies	-	2	25	75	100
	Soft Skills	-	3	50	50	100

FIFTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part - III	BMA-CSC09: Algebraic Structures-I	6	4	25	75	100
	BMA-CSC10: Real Analysis-I	6	4	25	75	100
	BMA-CSC11: Dynamics	6	4	25	75	100
	BMA-CSC12: Discrete Mathematics	6	4	25	75	100
	Elective Paper -I: Choose any one from Group-A	6	5	25	75	100
Part - IV	Value Education		2	25	75	100

SIXTH SEMESTER

Course Content	Name of the Course	Ins. Hrs	Credits	Int. Marks	Ext. Marks	Total
Part - III	BMA-CSC13: Algebraic Structures-II	6	4	25	75	100
	BMA-CSC14: Real Analysis-II	6	4	25	75	100
	BMA-CSC15: Complex Analysis	6	4	25	75	100
	Elective Paper -II: Choose any one from Group-B	6	5	25	75	100
	Elective Paper -III: Choose any one from Group-B	6	5	25	75	100
Part - V	Extension Activity		1			

LIST OF ALLIED SUBJECTS:

BPS-CSA01	Allied Physics – I (Theory)
BCY-CSA1A	Allied Chemistry – I (Theory)
BMA-CSA01	Calculus of finite differences and Numerical Analysis –I@
BMA-CSA02	Mathematical Statistics – I@
BMA-CSA05	Financial Accounting - I
BPS-CSA02	Allied Physics – II (Theory) (pre-requisite Physics – I).
BPS-CSAP1	Allied Physics I & II (Practical)
BCY-CSA2A	Allied Chemistry – II (Theory) (pre-requisite Chemistry – I)
BCY-CSAP1	Allied Chemistry – I & II (Practical)
BMA-CSA03	Calculus of finite differences and Numerical Analysis -II (pre-requisite Calculus of finite differences and Numerical Analysis -I)@
BMA-CSA04	Mathematical Statistics II - (pre requisite Mathematical Statistics- I)@
BMA-CSA06	Financial Accounting - II (prerequisite Financial Accounting - I)
	Cost Accounting
	Management Accounting.

LIST OF ELECTIVE SUBJECTS

GROUP – A

BMA-DSEA1	PROGRAMMING LANGUAGE ‘C’ WITH PRACTICALS
BMA-DSEA2	PROGRAMMING LANGUAGE PYTHON WITH PRACTICALS
BMA-DSEA3	MATHEMATICAL MODELING
BMA-DSEA4	NUMERICAL METHODS

GROUP - B

BMA-DSEB1	ELEMENTARY NUMBER THEORY
BMA-DSEB2	GRAPH THEORY
BMA-DSEB3	OPERATIONS RESEARCH
BMA-DSEB4	SPECIAL FUNCTIONS
BMA-DSEB5	APPLIED STATISTICS

The following distribution of marks for Computer related subjects which have both theory and practical (syllabus combined both theory and practical in each paper together) in B.Sc. Mathematics be followed:

PAPER	INTERNAL	EXTERNAL	TOTAL
Theory	25	75	100
Practical	40	60	100

Finally, theory marks (100) be reduced to 60% and practical marks (100) be reduced to 40%.

பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம் (FIRST SEMESTER)

நோக்கும் கற்றல் பயன்பாடும்

(LA11A)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ்

இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன.

இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.

மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.

இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தலும் தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்தித் தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தலும் பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைத் தெரிந்து கொள்ளுதலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்

பாடத்திட்டம்

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு – 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி – வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடு போய்
- 4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
- 5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல். தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல். தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (university of Madras)

➤ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course

Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

➤ நாற்காலிக்காரர் - நா.முத்துசாமி

➤ தமிழ் இலக்கிய வரலாறு பாடம் தழுவியவை

➤ மொழிப்பயிற்சி

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த

பாடத்திட்டங்கள் ஆகையால் குறிப்புதவி நூல் என்று தனியாக இல்லை.

(Reference book not applicable)

FOUNDATION COURSE IN HINDI
SUBJECT CODE: CLE1E

COURSE OBJECTIVES:

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence , General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

PART-I - HINDI

(With effect from the Academic Year 2015-2016)

I YEAR – I SEMESTER

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I . PROSE (Detailed Study)

: HINDI GADHYA MALA

Ed. by Dr. Syed Rahamathulla

Poornima Prakashan, 4/7 Begum III Street Royapettah, Chennai
– 14.

LESSONS PRESCRIBED :

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal

6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice BOOKS FOR

REFERENCE :

1. Karyalayeen Tippaniya : Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14.

UNITISED SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

- **COURSE OUTCOMES:**

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

LZ11A-COMMUNICATIVE ENGLISH-I

COURSE OBJECTIVES:

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

SYLLABUS:

Unit I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
 - iii.

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning

- ii. Diction and tone
- iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing
- 3. Study Skills - 1
 - a. Using dictionaries, encyclopaedias, thesaurus
- 4. Grammar in Context:
 - Naming and Describing
 - Nouns & Pronouns
 - Adjectives

Unit II

- 1. Listening and Speaking
 - a. Listening with a Purpose
 - b. Effective Listening
 - c. Tonal Variation
 - d. Listening for Information
 - e. Asking for Information
 - f. Giving Information
- 2. Reading and Writing
 - 1. a. Strategies of Reading:
 - Skimming and Scanning
 - b. Types of Reading
 - Extensive and Intensive Reading
 - c. Reading a prose passage
 - d. Reading a poem
 - e. Reading a short story
- 2. Paragraphs: Structure and Types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connections between Ideas: Using Transitional words and expressions
 - g. Types of Paragraphs
- 3. Study Skills II:
 - Using the Internet as a Resource
 - a. Online search
 - b. Know the keyword
 - c. Refine your search
 - d. Guidelines for using the Resources
 - e. e-learning resources of Government of India
 - f. Terms to know
- 4. Grammar in Context
 - Involving Action-I
 - a. Verbs
 - Concord

Unit III

- 1. Listening and Speaking
 - a. Giving and following instructions
 - b. Asking for and giving directions

- c. Continuing discussions with connecting ideas
- 2. Reading and writing
 - a. Reading feature articles (from newspapers and magazines)
 - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
 - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
- 3. Grammar in Context:
 - Involving Action – II
 - Verbals - Gerund, Participle, Infinitive
 - Modals

Unit IV

- 1. Listening and Speaking
 - a. Giving and responding to opinions
- 2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
- 3. Grammar in Context:
 - Tense
 - Present
 - Past
 - Future

Unit V

- 1. Listening and Speaking
 - a. Participating in a Group Discussion
- 2. Reading and writing
 - a. Reading diagrammatic information
 - interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
- Grammar in Context: Voice (showing the relationship between Tense and Voice)

COURSE OUTCOMES:

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles

Students will improve their reading fluency skills through extensive reading

CORE PAPER I-ALGEBRA (SM21A)

COURSE OBJECTIVES:

- 1. To create a strong base in solving polynomial equations .
- 2. To learn to solve Reciprocal equations, to solve an equation by diminishing and increasing the roots and introduce Horner's method.
- 3. symmetric, skew symmetric, Hermitian & Skew Hermitian matrices to find eigen values, eigen

vectors and Cayley Hamilton theorem.

4. To solve binomial, exponential and Logarithmic series.
5. Introduction of Number theory ,understand prime,composite numbers and Congruence.

SYLLABUS:

Unit 1

Theory of Equations :Polynomial equations with Imaginary and irrational roots- Relation between roots and coefficients- Symmetric functions of roots in terms of coefficients.

Chapter 6 : Section 9 to 12.

Unit 2

Reciprocal equations - Standard form-Increase or Decrease the roots of the given equation -Removal of terms Approximate solutions of roots of polynomials by Horner's method.

Chapter 6: section 16, 16.1, 16.2, 17, 30.

Unit 3

Summation of Series : Binomial- Exponential -Logarithmic series (Theorems without proof):

Chapter 3: Section 10, Chapter 4: Section 3, 3.1, 3.5, 3.6, 3.7 (omit 3.4)

Unit 4

Symmetric- Skew Symmetric- Hermitian- Skew Hermitian- Orthogonal Matrices- Eigen values & Eigen Vectors- Similar matrices- Cayley - Hamilton Theorem.

Chapter 2: Section 6.1 to 6.3, 9.1, 9.2, 16, 16.1, 16.2, 16.3.

Unit 5

Prime number and Composite number - Divisors of a given number N- Euler's function (without proof) - Integral part of a real number - congruences.

Chapter 5: Section 1 to 13.

COURSE OUTCOMES:

Student will be able to

1. Know about the basic ideas on theory of equations.
2. Acquire knowledge in finding relation between roots and coefficients of equations in a polynomial equation.
3. Learn to find Binomial, exponential and logarithmic series and find its summation.
4. Acquire knowledge in solving problems in matrices.
5. Gain knowledge in solving Number theory problems .

REFERENCE BOOKS:

1. Algebra, Volume I by T. K. Manicavachagom Pillay, T. Natarajan, K.S. Ganapathy, Viswanathan Publication 2007 - Unit – 1 and 2.
2. Algebra, Volume II by T. K. Manicavachagom Pillay, T. Natarajan, K.S. Ganapathy, Viswanathan Publication 2008 - Unit – 3, 4 and 5.

3. Algebra by S. Arumugam (New Gama publishing house, Palayamkottai).
4.. Algebra and Trigonometry, Volume I and II by P.R.Vittal, V.Malini (Margham Publishers)

CORE PAPER II - DIFFERENTIAL CALCULUS (SM21B)

COURSE OBJECTIVES:

Students will acquire knowledge

1. To find the derivatives - rate of change of quantity with respect to others.
2. To obtain the maximum and minimum value of the curve
3. To calculate the radius of curvature and to find the envelope of a curve
4. To evaluate angle of intersection of curves.
5. To solve the problems on asymptotes.

SYLLABUS:

Unit 1

Successive differentiation - n^{th} derivative- standard results – Trigonometrical transformation – formation of equations using derivatives - Leibnitz's theorem and its applications
Chapter 3 section 1.1 to 1.6, 2.1 and 2.2

Unit 2

Total differential of a function – special cases – implicit functions - partial derivatives of a function of two functions - Maxima and Minima of functions of two variables- Lagrange's method of undetermined multipliers.
Chapter 8 : Section 1.3 to 1.5 and 1.7, Section 4, 4.1 and 5.

Unit 3

Envelopes – method of finding envelopes – Curvature- circle, radius and centre of curvature- Cartesian formula for radius of curvature – coordinates of the centre of curvature – evolute-and involute - radius of curvature and centre of curvature in polar coordinates – p-r equation
Chapter 10 Section 1.1 to 1.4 and Section 2.1 to 2.7

Unit 4

Polar coordinates - angle between the radius vector and the tangent – slope of the tangent in the polar coordinates – the angle of intersection of two curves in polar coordinates- polar sub tangent and polar sub normal – the length of arc in polar coordinates.
Chapter 9 Section 4.1 to 4.6

Unit 5

Definition-Asymptotes parallel to the axes – special cases – another method for finding asymptotes - asymptotes by inspection – intersection of a curve with an asymptote.
Chapter 11 - Section 1 to 7.

COURSE OUTCOMES:**Student will be able to**

1. Solve differentiation problems and its application.
2. Find the notion of curvature, evolutes, involutes and polar coordinates
3. Obtain envelope of a curve.
4. Evaluate angles of intersection of curves.
5. Determine the derivatives and higher derivatives of a function.

REFERENCE BOOKS:

1. Calculus, Dr. P.R. Vittal & Dr. V. Malini, Margham Publications, Chennai.
2. Calculus by Thomas and Fenny, Pearson Publication.
3. Calculus by Stewart
4. Calculus, Dr. P.R. Vittal & Dr. V. Malini, Margham Publications, Chennai.
5. Calculus, Volume - 1 by S. Narayanan and T.K. Manicavachagompillay - S. Viswanathan publishers – 2006.

**Allied paper -I CALCULUS OF FINITE DIFFERENCES AND NUMERICAL ANALYSIS-I
(SM3AB)****COURSE OBJECTIVES:**

Students will acquire knowledge about

1. Numerical techniques used as powerful tools in scientific computing.
2. Solving Linear algebraic, transcendental equations and nonlinear equations
3. Explore on Finite Differences, Factorial polynomial, and Summation of series.
4. Investigate using the finite difference interpolation formula
5. Formulate the Interpolation with Unequal Intervals.

SYLLABUS:**Unit 1**

Solutions of algebraic and transcendental equations: Bisection method- Iteration method- Regula-falsi method- Newton-Raphson method.

Chapter 1 :Section 1.1 - 1.4

Unit 2

Solutions of Simultaneous Linear Equations: Gauss-Elimination method, Gauss-Jordan method, Crout's method, Gauss-Seidel method.

Chapter 2 :Section 2.1 - 2.4 , 2.6

Unit 3

Finite Differences: E operators and relation between them- Differences of a polynomial-Factorial polynomials- inverse operator Δ^{-1} -Summation Series.

Chapter 3 :Section 3.1 to 3.4, 3.6, 3.7.

Unit 4

Interpolation with Equal Intervals:Newton's Forward and Backward Interpolation formulae- Central Differences Formulae: Gauss-Forward and Backward Formulae- Stirling's Formula and Bessel's Formula-Equidistant terms with one or more missing values.

Chapter 4 :Section 4.1- 4.3 (omit 4.1a, 4.4), 4.7 .

Chapter 5 :Section 5.1- 5.6.

Unit 5

Interpolation with Unequal Intervals: Divided Differences - Newton's Divided Differences Formula for Interpolation -Lagrange's Formula for Interpolation-Inverse Interpolation-Lagrange's method-Reversion of Series method.

Chapter 6 :Section 6.1, 6.2, 6.5, 6.7.

COURSE OUTCOMES:

Students will be able

1. To solve a system of equations using appropriate Numerical Method
2. To approximate the function using appropriate Numerical Method
3. To prove results for numerical root finding methods.
4. Acquire knowledge in solving the algebraic equations
5. Understand the application of appropriate interpolation formulae.

REFERENCE BOOKS:

1. "Calculus of Finite Differences and Numerical Analysis" by P. Kandasamy and K. Thilagavathy, S. Chand and Co Pvt.Ltd.
2. "Numerical Analysis " by B. D. Gupta, Konark Publishing.
3. "Numerical methods in Science and Engineering" by M. K. Venkataraman, National Publishing House, Chennai.

NON-MAJOR ELECTIVE - I

SYLLABUS WITH EFFECT FROM 2020-2021

TITLE OF THE PAPER: PHYSICS IN DAILY LIFE

SUB. CODE: SR5AA

SEMESTER: I

COURSE OBJECTIVES:

- ❖ To study basic concepts of laws of physics and applications.
- ❖ To empower students with knowledge leading to higher learning in applied sciences.
- ❖ To enable students to employ critical thinking and efficient problem solving skills.

COURSE OUTCOMES:

- ❖ Students acquire knowledge in basic elementary ideas of electricity and magnetism, properties of matter, mechanics and optics.
- ❖ Students acquire knowledge of heat and different measurement techniques in calorimetry.
- ❖ Students learn the application of basic laws of physics in the world around.

❖ Unit I

Motion: Velocity, acceleration, momentum – inertia - force - laws of motion. Newton's law of gravitation - acceleration due to gravity- mass and weight, weightlessness.

❖ Unit II

Properties of Matter: Different phases of matter - surface tension, viscosity- capillary rise-Heat, temperature-different temperature scales: degree Celsius, Fahrenheit and Kelvin-transverse and longitudinal waves, sound waves.

❖ Unit III

Light & lenses: Reflection, refraction, diffraction, interference, scattering (elementary ideas only) – blue color of sky, twinkling of stars. Mirage –rainbow

Concave and convex lenses – focal length, power of a lens, refractive index-defects of the eye – myopia, hypermetropia, presbyopia and astigmatism and their correction by lens.

❖ Unit IV

Electricity: Voltage and current, Ohms law. Electric power (EB Bill), calculation of energy requirement of electric appliances – transformer, generator.

Magnetism: Electromagnetic induction-super conductivity-Meissner effect-Maglev train.

❖ Unit V

Our Universe: Galaxies- Stars, Planets & satellites – solar system, lunar and solar eclipses -black holes.
Artificial satellites: Geo stationary and Polar satellites.

Books for study:

1. Elements of Properties of Matter, D.S Mathur, S .Chand & Co. (2010).
2. Fundamentals of Physics with Applications by Arthur Beiser
3. Optics by Ajay Ghatak, Tata McGraw-Hill publishing Co. Ltd., New Delhi (1998).
4. Electricity and Magnetism, A S Mahajan, A ARangwala, McGraw Hill, NewDelhi (2017).
5. An Introduction to Astrophysics, Baidyanath Basu, Tanuka Chattopadhyay, sudhindra Nath Biswas, Second Edition(2010), PHI Learning Private Limited.

அடிப்படைத் தமிழ் - முதல் பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objectives) (NLT1C)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ் மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ் மொழியின் சொல் வகை, தொடரமைப்பு, தமிழில் எண்ணுப்பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ள வைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம் - முதல் பருவம் (SYLLABUS)

அலகு - 1.

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய் எழுத்து , 3. உயிர் மெய் எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல், 2. வினை சொல், 3. இடை சொல், 4. உரிச் சொல்

அலகு -3.

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப் பொருள்

அலகு -4.

பிழை நீக்கம்

1. ஒற்றுப் பிழை, 2. எழுத்துப் பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப் பெயர்கள், வாழ் இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவு முறைகள்-சுவை-காய்கள்-பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcomes)

இந்தப் பாடத்தினால் வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேச முடியும். தமிழ் மொழியிலுள்ள சிறு சிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும். தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய் வருதல்.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

சிறப்புத் தமிழ் - முதல்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objectives) (TLT1C)

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ் மொழியை முழுமையாக அறிந்து கொள்ளாத கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும் நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- IV. இலக்கியம்
- V. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- VI. மொழிப் பயிற்சி

அலகு -1

நாட்டுப் புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு -2

புனை கதை

1. "கட்டை விரல்"-சி.என்.அண்ணாதுரை

அலகு -3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள்-அப்துல் ரகுமான்

அலகு - 4.

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcomes)

இப்பாடத்தைப் படிப்பதால் தமிழ் மொழியின் இலக்கியஇன்பம், சொல் வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள்
ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

PZ1SA - PROFESSIONAL ENGLISH- I

COURSE OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students.
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication

SYLLABUS:

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion Writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description – Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT-practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language • Use language for speaking with confidence in an intelligible and acceptable manner • Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages

SECOND SEMESTER

பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம்

நோக்கும் கற்றல் பயன்பாடும்

(LA12A)

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல்.

பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

(SYLLABUS)

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88

2. குறுந்தொகை - 46, 88, 89

3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் - செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து - காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல். பழந்தமிழ் இலக்கிய வாசிப்பின் வழி

இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.

தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னை பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் - பகுதி 1 - சென்னை பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால்

குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

FOUNDATION COURSE IN HINDI

SUBJECT CODE: CLE2G

COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.

3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I YEAR – II SEMESTER

PAPER – II – ONE ACT PLAY, SHORT STORY & TRANSLATION

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA MANJARI

by:

Dr. Chitti. Annapurna

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),

T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi)BOOKS

FOR REFERENCE :

- | | |
|----------------------------|--|
| 1. Prayojan Moolak Hindi : | Dr. Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III Street,
Royapettah, Chennai – 14. |
| 2. Anuvad Abhyas Part III | Dakshin Bharat Hindi Prachar Sabha
T. Nagar, Chennai -17. |

UNITISED SYLLABUS

UNIT – I

1. Aurangzeb ki Aakhari Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak

2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

I. COURSE OUTCOMES:

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Enculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of art of translation.

LZ12A-COMMUNICATIVE ENGLISH-II

COURSE OBJECTIVES:

- To develop communicative skills.
- To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
- To develop understanding of grammar.
- To enhance vocabulary.

SYLLABUS:

Unit I

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context

Adverbs Prepositions

Unit II

1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or

on any contemporary topic)

b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation)

b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations , Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

Unit V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working With Clauses

COURSE OUTCOMES:

At the end of this course students will be able to:

- Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English
- Have a good understanding of grammar and vocabulary.
- Make presentations and speeches.
- Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.

CORE PAPER III-TRIGONOMETRY (SM22A)

COURSE OBJECTIVES:

Students will acquire Knowledge

1. About the expansions of Trigonometric Functions, Hyperbolic Functions
2. To find the sum of trigonometric series.
3. To find complex index.
4. Of Summation of trigonometric series.
5. Understand the hyperbolic functions.

SYLLABUS:

Unit 1

Expansions of powers of $\sin\theta$, $\cos\theta$ - Expansions of $\cos^n\theta$, $\sin^n\theta$, $\cos^m\theta\sin^n\theta$

Chapter 2, Section 2.1, 2.1.1, 2.1.2, 2.1.3

Unit 2

Expansions of $\sin n\theta$, $\cos n\theta$, $\tan n\theta$ - Expansions of $\tan(\theta_1 + \theta_2 + \dots + \theta_n)$ - Expansions of $\sin x$, $\cos x$, $\tan x$ in terms of x - Sum of roots of trigonometric equations – Formation of equation with trigonometric roots.

Chapter 3, Section 3.1 to 3.6

Unit 3

Hyperbolic functions - Relation between circular and hyperbolic functions - Formulas in hyperbolic functions – Inverse hyperbolic functions

Chapter 4, Section 4.1 to 4.7 .

Unit 4

Inverse function of exponential functions – Values of $\text{Log}(u+iv)$ - Complex index.

Chapter 5, Section 5.1 to 5.3

Unit 5

Sums of Trigonometric series – Applications of binomial, exponential, , logarithmic and Gregory's series - Difference method.

Chapter 6, Section 6.1 to 6.6.3

COURSE OUTCOMES:

Student will be able

1. To solve the trigonometric functions
2. To find the sum of trigonometric series
3. To solve the difference methods.
4. Find inverse functions
5. To solve the hyperbolic functions.

REFERENCE BOOKS:

1. Trigonometry by P. Duraipandian and Kayal Pachaiyappa, Muhil Publishers.
2. Trigonometry, Calculus, Dr. P.R. Vittal, Margham Publications, Chennai.
3. Trigonometry by T.K. Manickavachagam Pillay. S. Viswanathan

CORE PAPER IV- INTEGRAL CALCULUS (SM22B)

COURSE OBJECTIVES:

Students will acquire Knowledge about

1. Integration and its geometrical applications, double, triple integrals
2. Vector differentiation and Vector integration.
3. Properties and relation between Beta Gamma functions
4. Definite and indefinite integrals
5. Use various integration techniques to evaluate integrals.

SYLLABUS

Unit 1

Reduction formulae– Types, $\int x$, $\int x^n \cos ax dx$, $\int x^n \sin ax dx$, $\int \cos^n x dx$, $\int \sin^n x dx$, $\int \sin^m x \cos^p x$, $\int \tan^n x dx$, $\int \cot^n x dx$, $\int \sec^n x dx$, $\int \operatorname{cosec}^n x dx$, $\int x^n (\log x)^m dx$ - Bernoulli's formula.

Chapter 1 Section 13, 13.1 to 13.10, 14, 15.1.

Unit 2

Multiple Integrals- definition of the double integrals- evaluation of the double integrals- double integrals in polar coordinates – triple integrals – applications of multiple integrals – volumes of solids of revolution – areas of curved surfaces – change of variables – Jacobians.

Chapter 5 Section 1, 2.1, 2.2, 3.1, 4, 6.1, 6.2, 6.3, 7

Chapter 6 Section 1.1, 1.2, 2.1 to 2.4.

Unit 3

Beta and Gamma functions - infinite integral – definitions – recurrence formula of Γ functions - properties of β -functions - relation between β and Γ functions.

Chapter 7 Sections 1.1 to 1.4, 2.1, 2.3, 3, 4, 5.

Unit 4

Introduction - directional derivative- Gradient- divergence- curl- Laplacian Differential Operator. Chapter 2 Sections 2.1 - 2.13.

Unit 5

Line, surface and volume integrals - Integral Theorems - Gauss, Greens and Stokes (Without proof) –Problems.

Chapter 3 Sections 3.1 to 3.6 and

Chapter 4 Sections 4.1 to 4.5.

COURSE OUTCOMES:

Students will be able to

1. Get an idea of integration using reduction formula.
2. Understand multiple integrals.
3. Know about Vector Calculus.
4. Interpret definite integrals.
5. Apply the line, surface integrals to different applications.

REFERENCE BOOKS

1. “Calculus”, Vol- II by S. Narayanan and T.K. Manicavachagampillay - S. Viswanathanpublishers– 2007 for Unit 1 , Unit 2 , Unit 3.
2. “Vector Analysis” by P.Duraipandian and KayalalPachaiyappa, S.ChandFor Unit 4, Unit 5.
3. Integral Calculus and differential equations : Dipak Chatterjee (TATA McGraw Hill Publishing companyLtd.).
4. Vector Algebra and Analysis by Narayanan and T.K.Manickvachagam Pillay S .Viswanathan Publishers.
5. Vector Analysis: Murray Spiegel (Schaum Publishing)

Allied paper –II CALCULUS OF FINITE DIFFERENCES AND NUMERICAL ANALYSIS-II(SM3AF)

COURSE OBJECTIVES

Students will acquire knowledge about

1. Numerical techniques used as powerful tools in scientific computing.
2. Numerical Differentiation and its various methods
3. Application of appropriate numerical integration techniques.
4. The basic facts of theory of difference equations.
5. Numerical solution of ordinary differential equations

SYLLABUS

Unit 1

Numerical Differentiation: Derivatives using Newton’s forward and backward difference formulae- Derivatives using Stirling’s formula- Derivatives using divided difference formula- Maxima and Minima using the above formulae.

Chapter 7: Section 7.1- 7.4, 7.6.

Unit 2

Numerical Integration: General Quadrature formula- Trapezoidal rule-Simpson’s one-third rule-Simpson’s three-eighth rule- Weddle’s rule- Euler-Maclaurin Summation formula- Stirling’s formula for $n!$.

Chapter 7: Section 7.7- 7.9, 7.13- 7.15.

Unit 3

Difference equations: Linear homogenous and nonhomogenous difference equation with constant coefficients- particular integrals for $a^u x^m, \sin kx, c$.

Chapter 8 :Section 8.1- 8.4, 8.6

Unit 4

Numerical solution of Ordinary Differential Equations (I order only):

Taylor’s series method- Picard’s method- Euler’s method- Modified Euler’s

method. Chapter 9: Section 9.5-9.7, 9.9.

Unit 5

Numerical solution of Ordinary Differential Equations (I order only):
Runge-kuttamethod(fourth order only)- Predictor-Corrector method- Milne's
method -Adams-Bashforth method.
Chapter 9 : Section 9.10 - 9.14.

COURSE OUTCOMES:

Students will be able

1. To derive Numerical methods of various mathematical operations such as integration differentiation
2. To find the solutions of linear and non-linear equations
3. To solve the solutions of difference equations
4. To evaluate the derivative at a value using an appropriate numerical method.
5. Become proficient in finding the numerical solution of ordinary differential equations.

REFERENCE BOOKS:

1. "Calculus of Finite Differences and Numerical Analysis" by P. Kandasamy and K. Thilagavathy, S. Chand and Co. Pvt.Ltd.
2. "Numerical Analysis " by B. D. Gupta, Konark Publishing.
3. "Numerical methods in Science and Engineering" by M. K. Venkataraman, National Publishing House, Chennai.

NON-MAJOR ELECTIVE - II

SYLLABUS WITH EFFECT FROM 2020-2021

TITLE OF THE PAPER: PHYSICS IN EVERYDAY LIFE

SUB. CODE: SR5AB

SEMESTER: II

COURSE OBJECTIVES:

- ❖ To study basic concepts of laws of physics and applications.
- ❖ To empower students with knowledge leading to higher learning in applied sciences.
- ❖ To enable students to employ critical thinking and efficient problem solving skills.

COURSE OUTCOMES:

- ❖ Students acquire knowledge in basic elementary ideas of calculation of electricity bill and working of common domestic electrical appliances.
- ❖ Students acquire knowledge of latest technique in the field of mobile communication.
- ❖ Students learn the application of basic laws of physics in the world around.

❖ Unit – I

Art of Estimation and Fermi Problems: The Fermi Rule-Guesstimation Techniques-Fermi problems in real life(Number of Popcorn venders in Tamilnadu, Delhi, India; how many people in your town own red coloured car etc)

❖ Unit –II

Understanding your Electric Bill: Basics of electricity- Ohms law, power consumption, Joule heating-saving electricity-ways to minimize power consumption.

❖ Unit – III

Your Car, Refrigerator and Microwave oven: Concept of temperature & electromagnetic waves - Conversion of Work into Heat vice versa-Heat Engines- Carnot's Cycle, Carnot engine & efficiency- Refrigerator-magnetron-design of microwave ovens.

❖ Unit – IV

Physics of digital memory devices: Photoelectric effect-recording of audio and video-Operating principles of magnetic hard disk drive-Charge coupled device (CCD)- principle of CCD camera.

❖ Unit – V

Mobile communication and Global Positioning System (GPS): Wire and wire-less communication- Common cellular networks components-Protocols. Fundamentals of GSM & CDMA Network, GSM & CDMA Frequency Band. GPS: Operating principles of GPS-Accuracy and errors in GPS navigation.

Books for study:

1. Fundamentals of Physics by D. Halliday, R. Resnick, J. Walker, John Wiley & Sons
2. Mobile Cellular Telecommunications: Analog and Digital Systems by William C. Y. Lee; Tata McGraw Hill Publication.
3. Wireless Communications: Principles and Practice by Theodore S. Rappaport; Pearson / PHI Publication.

அடிப்படைத் தமிழ் – இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objectives) (NLT2D)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ் மொழியிலுள்ள சிறு சிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறு கதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச் சூடி(1-12), 2. கொன்றை வேந்தன்(1-8),

3. திருக்குறள்(5)

1. அகர முதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34), 4. கற்க
கசடறக்..... (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக் கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ.தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத்தலங்கள்- அலுவலகப் பெயர்கள்

இ.பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcomes)

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ் மொழியின் சிறப்பினையும் மொழிவளத்தையும்
அறிந்து கொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக்கூறுகளை உணர்ந்து கொள்ளுதல்
பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள்

மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால்

குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

சிறப்புத் தமிழ் – இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objectives) (TLT2D)

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்க கால செய்யுள் முதல் தற்கால புதுக்கவிதை வரை உள்ள ஒருசில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே - கனியன்பூங்குன்றனார்

ஈ. திருக்குறள் - வான் சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி - உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3.4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஒ. பாரதியார்- நல்லதோர்வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப் பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcomes)

தமிழ் மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல். தமிழ் மக்களின் பண்பாட்டைக்

கால வாரியாக உணர்ந்து கொள்ளுதல். மொழிபெயர்ப்புத்துறையிலும் செயலாற்ற முடியும்

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள்

மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

PZ1SC - PROFESSIONAL ENGLISH- II

OBJECTIVES:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

SYLLABUS:

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions)

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) Writing:

Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based Reading :

Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating blogs, flyers and brochures (subject based)
- Poster making – writing slogans/captions (subject based)

Unit 5- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing

Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

LEARNING OUTCOMES:

At the end of the course, learners will be able to,

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

THIRD SEMESTER

பொதுத்தமிழ் - இரண்டாமாண்டு - மூன்றாம்பருவம் (LA13A)

PART - I - SECOND YEAR - III SEMESTER

நோக்கும் கற்றல் பயன்பாடும்

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே

இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிறுநிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிறுநிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல்.

இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே

இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

பாடப் பகிர்வு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு I

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் ‘கற்றாங்கு’ எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு 2

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)

3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள்

அலகு 3

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநாதர் – விநாயகர் துதி – “நினது திருவடி..” எனத் தொடங்கும் 5 ஆம் பாடல்

அலகு 4

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள்
(பெண்மதி மாலை)

அலகு 5

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதாது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

III மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.

சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.

நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல்.

தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

❖ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட

மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses.

2021 - 2022 onwards.

❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference
book not applicable)

FOUNDATION COURSE IN HINDI

SUBJECT CODE: CLE3H

YEAR/SEMESTER: IYR/IIISEMESTER

I. COURSE OBJECTIVES:

The objectives of the course is to

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing the unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

II YEAR - III SEMESTER

Paper III Ancient Poetry and Introduction to Hindi Literature(Upto
ReetiKaal)

1.Ancient Poetry

Prescribed Text Book : Selections in Poetry (2007)

*University PublicationsUniversity of
Madras .*

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

2. Introduction to Hindi Literature (up to Reethikaal)Lessons

Prescribed :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
1. ChandBaradai 2. Vidhyapathi and their Works

2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works

3. Literary Trends of Reethikaal – Important Poets :

1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
2. Hindi Sahithya Yug Aur PravritthiyaBy:
Dr. SivakumarVarma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama Plaza-1,
Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III SemesterUNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.

6. Knowledge about the Idolless worship and Prem Marga cult of literature .
7. Knowledge about the History of Hindi Literature upto Reethi Kaal.

Language Through Literature –III (LZ13B)

Course Objective

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self assessment activities for self- development

To help absorb the values, ethics and attitudes of life and culture expressed in literature

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Ethics	1.1 Humanities vs Sciences <i>S. Radhakrishnan</i>	Vocabulary skills <ul style="list-style-type: none"> • Etymology • Etymological derivation of words Grammar skills <ul style="list-style-type: none"> • Tenses • The simple present vs the present continuous tense • The simple past vs present perfect tense
	Worksheet 1.1	

Learning	1.2 Wings of Fire (An Extract) <i>A. P. J. Abdul Kalam</i>	Vocabulary skills <ul style="list-style-type: none"> One-word substitutes / meanings of expressions Grammar skills <ul style="list-style-type: none"> Combining sentences
	Worksheet 1.2	
Society	1.3 On the Rule of the Road <i>A. G. Gardiner</i>	Vocabulary skills <ul style="list-style-type: none"> Some literary devices Word association Grammar skills <ul style="list-style-type: none"> Error identification Types of questions: Wh- and Yes/No
	Worksheet 1.3	

UNIT 2: POETRY[12 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Values	2.1 Leisure <i>W. H. Davies</i>	Vocabulary skills <ul style="list-style-type: none"> Content words and function words Compound words Grammar skills <ul style="list-style-type: none"> Punctuation Use of punctuation marks Conversion of sentences <ul style="list-style-type: none"> Active and passive voice Reported speech
	Worksheet 2.1	
Science	2.2 The Secret of the Machines <i>Rudyard Kipling</i>	Vocabulary skills <ul style="list-style-type: none"> Commonly confused words Prefixes and suffixes Negative prefixes
	Worksheet 2.2	

		Grammar skills <ul style="list-style-type: none"> • Conversion of word class
Environment	2.3 Water <i>Ralph Waldo Emerson</i>	Vocabulary skills <ul style="list-style-type: none"> • Homophones • Homonyms • Homographs Grammar skills <ul style="list-style-type: none"> • Gerunds • Participles
	Worksheet 2.3	
Sports	2.4 Casey at the Bat <i>Earnest Lawrence Thayer</i>	Vocabulary skills <ul style="list-style-type: none"> • Completing words Grammar skills <ul style="list-style-type: none"> • Phrasal verbs
	Worksheet 2.4	
Satire	2.5 Very Indian Poem in Indian English <i>Nissim Ezekiel</i>	Vocabulary skills <ul style="list-style-type: none"> • Metonymy Grammar skills <ul style="list-style-type: none"> • Integrated grammar activities • Cloze test
	Worksheet 2.5	

UNIT 3: SHORT STORIES[15 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Attitude	3.1 Witches' Loaves <i>O. Henry</i>	Pronunciation <ul style="list-style-type: none"> • Tongue twisters • Pronouncing words of foreign origin • Using a dictionary to understand pronunciation
	Worksheet 3.1	
Fantasy	3.2 The Country of the Blind <i>H. G. Wells</i>	Writing skills <ul style="list-style-type: none"> • Descriptive writing • Narrative writing • Writing long essays
	Worksheet 3.2	
Humour	3.3 The Boy Who Broke the Bank <i>Ruskin Bond</i>	Writing skills <ul style="list-style-type: none"> • Converting a story into a play
	Worksheet 3.3	
Social Justice	3.4 The Squirrel <i>Ambai</i>	Writing skills <ul style="list-style-type: none"> • Filling forms • Letter writing
	Worksheet 3.4	

UNIT 4: NON-FICTION[14 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine <i>John Thornhill</i>	Writing skills <ul style="list-style-type: none"> • Writing blogs • Creating vlogs
	Worksheet 4.1	
Social Media	4.2 Facebook Is Making Us Miserable <i>Daniel Gulati</i>	Writing skills <ul style="list-style-type: none"> • Writing emails
	Worksheet 4.2	
Culture	4.3 One World One Culture <i>Kenneth J. Pakenham, Jo McEntire, Jessica Williams</i>	Writing skills <ul style="list-style-type: none"> • Résumés • Cover letters • Format of a cover letter Speaking skills <ul style="list-style-type: none"> • Introduction to job interviews
	Worksheet 4.3	
Food and Nutrition	4.4 Portion Size is the Trick!!! <i>Ranjani Raman</i>	Writing skills <ul style="list-style-type: none"> • Argumentative essays
	Worksheet 4.4	

UNIT 5: SCENES FROM SHAKESPEARE[14 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Nature	5.1 The Merchant of Venice [Act IV, Scene I; Lines 170–419]	Writing skills <ul style="list-style-type: none">• Recreating a court scene• Role play
	Worksheet 5.1	
	5.2 Henry IV Part I [Act II, Scene 4]	Writing skills <ul style="list-style-type: none">• Creating a webpage
	Worksheet 5.2	
Formative Assessment [5 Hours]		Unit- end Assessment Tasks I- V

Learning Outcomes

After completing the course, the students will be able to

- reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- become aware of commonly occurring errors and avoid committing them in language use
- rewrite words and sentences by changing their forms and use them appropriately
- show improvement in their pronunciation
- attempt different kinds of writing – essays, emails, blogs, letters etc
- prepare resumes to face interviews
- convert short stories into plays or skit
- role play the scenes and make a dramatic presentation of the scenes
- create a webpage for themselves and others
- show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres

CORE PAPER-V: ANALYTICAL GEOMETRY (SM23A)

Course Objectives

Students will acquire knowledge about

- To analyze characteristics and properties of two and three dimensional geometric shapes.
- To develop mathematical arguments about geometric relationships.
- In Geometry and its applications in real world.

UNIT I

Chord of contact – polar and pole,- conjugate points and conjugate lines – chord with (x_1, y_1) as its midpoint – diameters – conjugate diameters of an ellipse.- semi diameters- conjugate diameters of hyperbola

Chapter 7: Sections 7.1 to 7.3 , Chapter – 8 Section 8.1 to 8.5.

UNIT II

Polar coordinates: General polar equation of straight line – Polar equation of a circle on A_1A_2 as diameter, Equation of a straight line, circle, conic – Equation of chord, tangent, normal. Equations of the asymptotes of a hyperbola.

Chapter 10 : Sec 10.1 to 10.8.

UNIT III

Introduction – System of Planes - Length of the perpendicular – Orthogonal projection. Chapter 2 Sec 2.1 to 2.10.

UNIT IV

Representation of line – angle between a line and a plane- co-planar lines- shortest distance 2 skew lines- Length of the perpendicular- intersection of three planes Chapter 3 :Sec 3.1 to 3.8.

UNIT V

Equation of a sphere - general equation - section of a sphere by a plane - equation of the circle - tangent plane - angle of intersection of two spheres- condition for the orthogonality radical plane.

Chapter 6 : Sec 6.1 to 6.8.

Learning outcomes:

Students will acquire Knowledge

- To analyze characteristics and properties of two and three dimensional geometric shapes.
- To develop mathematical arguments about geometric relationships.
- In Geometry and its applications in real world.

Contents and treatment as in

1. Analytical Geometry of 2D by P.Durai Pandian- Muhil publishers for Unit – 1 and 2
2. Analytical Solid Geometry of 3D by Shanthi Narayan and Dr.P.K. Mittal-S.Chand& Co. Pvt.Ltd.- for Unit – 3 to 5

Reference :

1. Analytical Geometry of Two Dimension by T. K. Manikavachakam Pillai and S. Narayanan.S.Viswanathan (Printers and Publishers) Pvt. Ltd.
2. Analytical Geometry of Three Dimension by T. K. Manikavachakam Pillai and S. Narayanan.S.Viswanathan (Printers and Publishers) Pvt. Ltd.

CORE PAPER-VI-DIFFERENTIAL EQUATIONS (SM23B)

Course Objectives:

Student will acquire knowledge to

- Identify the type of a given differential equation
- Select and apply the appropriate analytical technique for finding the solution of first and higher order ordinary differential equations.
- Understand partial differential equations.

UNIT I

Ordinary Differential Equations: Variable separable-Homogeneous Equation-Non-Homogeneous Equations of first degree in x and y-Linear Equation-Bernoulli's Equation-Exact differential equations.

Chapter 2: Section 1 to 6.

UNIT II

Equation of first order but not of higher degree: Equation solvable for dy/dx - Equation solvable for y-Equation solvable for x- Clairauts form-Linear Equations with constant coefficients Particular integrals e^{ax} , $\sin ax$, $\cos ax$, x^m , Ve^{ax} where V is $\sin ax$ or $\cos ax$ or x^m .

Chapter 4: Section 1, 2.1, 2.2, 3.1.

Chapter 5: Section 4.

UNIT III

Simultaneous linear differential equations- Linear Equations of the Second Order -Complete solution in terms of a known integrals- Reduction to the Normal form- Change of the Independent Variable - Method of Variation of Parameters.

Chapter 6: Section- 6

Chapter 8: Section- 1,2,3,4.

UNIT IV

Partial differential equation: Formation of PDE by Eliminating arbitrary constants and arbitrary functions-complete integral-singular integral-General integral- Lagrange's Linear Equations $Pp+Qq=R$.

Chapter 12: Section- 1, 2, 3.1, 3.2, 4.

UNIT V

Special methods - Standard forms - Charpit's Methods - Related problems

Chapter 12: Section-5.1, 5.2, 5.3, 5.4, 6.

Learning Outcomes:

Student will be able to

- Classify differential equation with respect to the order and linearity.
- Convert separable and homogeneous equations to exact differential equations by integrity factor
- Solve linear first order and second order differential equation by using various methods.

Contents and treatment as in

“Differential Equations and its applications”, by S.Narayanan, T.K.Manikavachagam Pillay –S.Viswanathan (Printers and Publishers) Pvt. Ltd(2006).

Reference:

1. Mathematics for B.Sc-Branch-I Volume –III by P.Kandasamy ,K.Thilagavathy S.Chand Publications.
2. Differential equations with applications and historical notes by George F.Simmons, 2ndEd, TataMcgraw Hill Publications .
3. Differential Equations by ShepleyL.Ross, 3rdEd ,JohnWiely and sons 1984.
- 4 .Differential Equations by N.P.Bali,Laxmi Publications Ltd,New Delhi-2004.
5. Ordinary and Partial differential Equation by Dr.M.D.Raisinghanian ,S.Chand.

Allied Paper – III MATHEMATICAL STATISTICS – I (SM3AC)**Course Objectives:****Students will acquire knowledge about**

- The laws of Probability and Baye's theorem.
- Measures of Location, Dispersion, Correlation and Regression
- The Discrete and Continuous Probability Distributions.

UNIT I

Concept of sample space- Events- Definition of Probability (Classical,Statstical & Axiomatic)- Addition and Multiplication laws of Probability- Independence- Conditional Probability- Baye's theorem – Simple Problems.

UNIT II

Random Variables (Discrete and Continuous) Distribution function- Expected values and Moments- Moment generating function – Probability generating function- Examples.

UNIT III

Characteristic function- Uniqueness and Inversion theorems (Statements and applications only)- Cumulants - Chebychev's Inequality – Simple Problems.

UNIT IV

Concepts of bivariate distributions- Correlation and Regression- Linear Prediction- Rank Correlation coefficient- Concepts of partial and multiple correlation coefficients- Simple problems.

UNIT V

Standard Distributions – Binomial- Poisson- Normal- Uniform distributions- Geometric Exponential-Gamma - Beta distributions- Inter relationship between distributions

Learning Outcomes:**Students will be able to**

- Familiarise the laws of probability and Bayes's theorem
- Solve problems in Correlation - partial and multiple, regression Equation
- Understand discrete and continuous Probability distributions.

Reference:

- S.C.Gupta&V.K.Kapoor : Elements of Mathematical Statistics, Sultan Chand & Sons, NewDelhi.
- Hogg R.V. & Craig A.T. (1988) : Introduction to Mathematical Statistics, McMillan.
- Mood A.M. &Graybill F.A. &Boes D.G. (1974): Introduction to theory of Statistics, McGraw Hill.
- Snedecor G.W. & Cochran W.G(1967) : Statistical Methods, Oxford and IBH.

TSSEC - ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL I**LEARNING OBJECTIVES:**

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

SYLLABUS:

UNIT- I: Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- I I: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

LEARNING OUTCOME:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

FOURTH SEMESTER

பொதுத்தமிழ் - இரண்டாமாண்டு - நான்காம்பருவம்

PART - I - SECOND YEAR- FOURTH SEMESTER

நோக்கும் கற்றல் பயன்பாடும் (LA14A)

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக்காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப்பின்னணியையும் வாழ்க்கைக்கூறுகளையும் கற்பதால் கலை இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல். கற்பனை வளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவே காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமயஅறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளமையை விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப படைக்கப்பட்டுள்ளமையை உணரவைத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கலைச்சொற்களை அறிமுகப்படுத்திப்

புதிய கலைச்சொற்களை உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகளை வெளிகொணரும் வகையில் சிறுகதை, புதுக்கவிதை போன்றவற்றைப் படைக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு 1

1. சிலப்பதிகாரம் – ஊர் காண் காதை (முழுமையும்)
2. மணிமேகலை – பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு 2

1. சீவக சிந்தாமணி – ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி – 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு 3

1. கம்பராமாயணம் – குகப்பலம்
2. பெரியபுராணம் – மெய்ப்பொருள் நாயனார் புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி - வளன் சனித்த படலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் - சப்பாணி பருவம் - 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

II இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

III மொழித் திறனறிதல்

- i. கலைச்சொற்கள்
- ii. படைப்பு - சிறுகதை (அ) புதுக்கவிதை

பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள்

போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல்.

ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

பாடநூல்:

- ◆ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை
பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் - I - செய்யுள் திரட்டு

Foundation Course

Part - Tamil - For I & II Semesters

Common to all undergraduate course and FiveYear Integrated postgraduate courses.

(2021 - 2022 onwards.)

- ◆ தமிழ் இலக்கிய வரலாறு
- ◆ மொழிப்பயிற்சி

Reference book

- ◆ தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

FOUNDATION COURSE IN HINDI

SUBJECT CODE: CLE4J

YEAR/SEMESTER: II YR/IV SEMESTER

I. COURSE OBJECTIVES:

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhunik Kaal .
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Influence of British rule on Indian society.

II YEAR - IV SEMESTER

Paper –IV Modern Poetry And Introduction To Hindi Literature (Aadhunik Kaal)”

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras .

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhunik Kaal)Lessons

Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays

6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

2. Hindi Sahithya Yug Aur PravritiyaBy:

Dr. Sivakumar Varma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunika Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunika Kaal.

4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

LANGUAGE THROUGH LITERATURE –III (LZ14B)

COURSE OBJECTIVE:

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self- development

To help absorb the values, ethics and attitudes of life and culture expressed in literature

SYLLABUS:

UNIT 1 : History Makers			
THEME	TEXTS	WRITING SKILLS	
	1.1 My Experience with ALS By Stephen Hawking	<ul style="list-style-type: none"> ➤ Gathering details and information – Brainstorming ➤ Listing events and experiences ➤ Creating Mind Map ➤ Pre-Writing, Writing and Rewriting/ Revising 	
	1.2 Vikram Sarabhai	Writing Autobiographical and Memoirs (Writing about one's own personality) <ul style="list-style-type: none"> ➤ Biographical, personalities 	

UNIT 2 : Self Help Essays

THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)	
	2.1 Attitude by Margaret Atwood	<ul style="list-style-type: none"> ➤ Journal Writing ➤ Social events ➤ Festivals ➤ Sports ○ 	
	2.2 Creativity By Edward de Bono.	<ul style="list-style-type: none"> ➤ Travel writing , ➤ Preparing Itineraries ➤ Natural calamities, ➤ Environment 	

UNIT 3 : Contemporary Writings from India

THEME	TEXTS	Critical / Analytical Writing	
	3.1 The Future of jobs By Amitabh Kant	<ul style="list-style-type: none"> ➤ Reading and analysing Media reports ➤ Social Media Posts and comments 	
	3.2 Education and the English Language By Shashi Tharoor	<ul style="list-style-type: none"> ➤ Film review ➤ Writing opinions ➤ Appraisal 	

Unit 4: Regional Indian Literature in Translation

THEME	TEXTS	ENGLISH LANGUAGE SKILLS Critical / Analytical Writing	
	POETRY 4.1 Those who have lost the Nectar by O N V Kurup (Translated from Malayalam by S. Velayudhan)	➤ Translation ➤ Short poems – acrostics etc ➤ Critique/ Culture study	
	4.2 “Some People Laugh, Some People Cry” by Sri Srinivasa Rao (Translated from Telugu by V. Narayana Rao and A. K. Ramanujam)	➤ Fill in the story , ➤ expanding stories, ➤ rewriting tales ➤ Comic strips and cartoons	
	4. 3 The Rogue by Atulananda Goswami. (Translated from Assamese by the author)		
	SHORT STORY 4.4The Holy Panchayat by Premchand (Translated from Hindi by Reshme Sehgal)		
	4.5 The Card-Sharpers Daughter by V. M. Basheer (Translated from Malayalam by K. M. Sheriff)		

UNIT 5 : Fiction

THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)	
	The White Tiger By Aravind Adiga Harper Collins Publishers	➤ Creative writing ➤ Critical thinking	

LEARNING OUTCOMES:

After completing the course, the students will be able to

- ☐ reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
 - ☐ become aware of commonly occurring errors and avoid committing them in language use
 - ☐ rewrite words and sentences by changing their forms and use them appropriately
 - ☐ show improvement in their pronunciation
 - ☐ attempt different kinds of writing – essays, emails, blogs, letters etc
 - ☐ prepare resumes to face interviews
 - ☐ convert short stories into plays or skit
 - ☐ role play the scenes and make a dramatic presentation of the scenes
 - ☐ create a webpage for themselves and others
- show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres

CORE PAPER VII - TRANSFORM TECHNIQUES (SM24A)

Course Objectives:

Students will acquire knowledge

- About Laplace Transforms and its inverse
- To solve Ordinary Differential Equations with constant coefficients and simultaneous Ordinary Differential Equations.
- To solve problems in Fourier series and Fourier transforms.

UNIT I:

The Laplace Transforms-Definitions-Sufficient conditions for the existence of the Laplace transform (without proof)-Laplace transform of periodic functions-some general theorems-evaluation of integrals using Laplace transform-Problems.
Chapter 5: Section-1 to 5.

UNIT II:

The inverse Laplace Transforms- Applications of Laplace Transforms to ordinary differential equations with constant co-

efficients and variable co-efficients, simultaneous equations and equations involving integrals-Problems.

Chapter 5: Section-6 to 12.

UNIT III:

Fourier series- Expansion of periodic functions of period 2π - Expansion of even and odd functions, Half range Fourier series-Change of intervals –Problems.

Chapter 6: Section-1 to 6.

UNIT IV:

Fourier Transform- Infinite Fourier Transform(Complex form) – Properties of Fourier Transform – Fourier cosine and Fourier sine Tranform – Properties – Parseval’s identity – Convolution theorem - Problems.

Chapter 6: Section-8 to 15.

UNIT V:

Z Transforms: Definition of Z-Transform and its properties - Z-Transforms of some basic functions- Examples and simple problems

Chapter 7: Sections -7.1 to 7.3.

Learning Outcomes:

Students will be able to

- Solve Laplace Transform and inverse Laplace transform problems.
- Solve Fourier Transforms and inverse Fourier transform problems.
- Apply Laplace transform and Fourier transform to solve initial and boundary value problem.

Contents and treatment as in

1. “Calculus-Volume III” – S.Narayananand T.K.ManicavachagamPillai. (Ananda Book Depot)(**for Units I to IV**)
2. “Engineering Mathematics for Semester III- Third Edition – T.Veerarajan (Tata McGraw-Hill Publishing Company Ltd, New Delhi) (**for Unit-V**)

Reference Books

1. Engineering Mathematics Volume III – P.Kandasamy and others (S.Chand and Co.)
2. Advanced Engineering Mathematics- Stanley Grossman and William R.Devit.
3. Engineering Mathematics III-A.Singaravelu, Meenakshi Agency, Chenani, 2008

CORE PAPER- VIII – STATICS (SM24B)

Course Objectives:

Students will acquire knowledge about

- Particles or body in rest under the given forces.
- Forces, equilibrium of a particle and centre of mass of various bodies.
- Resultant of coplanar forces and virtual work.

UNIT I

Force- Newtons laws of motion - resultant of two forces on a particle- Equilibrium of a particle

Chapter 2 - Section 2 .1 , 2.2 ,

Chapter 3 - Section 3.1.

UNIT II

Forces on a rigid body – moment of a force – general motion of a rigid body- equivalent systems of forces – parallel forces – forces along the sides of a triangle – couples

Chapter 4 - Section 4 .1 to 4.6.

UNIT III

Resultant of several coplanar forces- equation of the line of action of the resultant- Equilibrium of a rigid body under three coplanar forces – Reduction of coplanar forces into a force and a couple - problems involving frictional forces

Chapter 4 - Section 4.7 to 4.9,

Chapter 5 - Section 5.1, 5.2.

UNIT IV

Centre of mass – finding mass centre – a hanging body in equilibrium

Chapter 6 - Section 6.1 to 6.3.

UNIT V

Hanging strings- equilibrium of a uniform homogeneous string – suspension bridge

Chapter 9 - Section 9.1, 9.2

Learning Outcomes:

Students will be able to

- Realize the concept about forces, resultant forces, parallel forces
- Find the center of mass.
- Solve frictional forces problems

Contents and treatment as in

“Mechanics” by P. Duraipandian ,LaxmiDuraipandian , MuthamizhJayapragasham, S. Chand and Co limited 2008 .

Reference:

- 1.Dynamics – K. ViswanathaNaik and M. S. Kasi, Emerald Publishers.
- 2.Dynamics – A. V. Dharmapadam, S. Viswanathan Publishers.
- 3.Mechanics – Walter Grenier.

Allied Paper – IV MATHEMATICAL STATISTICS II (SM3AG)

Course Objectives

Students will acquire knowledge about

- The foundation of statistical analysis used in varied applications.
- Sampling methods, Tests of significance and testing of hypothesis.
- The various estimation procedures.

Unit I

Sampling theory – Sampling Distributions – Concept of Standard error – Sampling distribution based on normal distribution- t, Chi Square and F distributions.

Unit II

Point estimation – Concepts of unbiasedness – consistency – efficiency and sufficiency- Cramer Rao inequality – Methods of estimation- Maximum likelihood- moments - minimum square and their properties (Statement only).

Unit III

Test of significance – Standard error- Large sample test, Exact test based on normal, t, chi-square and F distribution with respect to population mean/means, proportion/proportions, variance and correlation coefficient. Test of independence of attributes based on contingency tables- Goodness of fit based on chi-square.

Unit IV

Analysis of Variance: One way, two way classification concepts & Problems. Interval estimation –Confidence intervals for population mean/means- Proportion/proportions and variances based on Normal, t, Chi-Square and F.

Unit V

Test of hypothesis- Type I and II errors- Power of test – Neymann Pearson lemma- Likelihood ratio test- concepts of most powerful test-(statements and results only)-simple problems.

Learning Outcomes:

Student will be able

- To analyze the methods of testing statistical hypothesis.
- To estimate sample size and apply ANOVA.
- To apply test of significance, Contingency table, goodness of fit, tests based on normal, 't' and 'F' distributions.

Reference:

- S.C.Gupta&V.K.Kapoor: Elements of Mathematical Statistics, Sultan Chand & Sons, NewDelhi.
- Hogg R.V. & Craig A.T. (1988): Introduction to Mathematical Statistics, McMillan.
- Mood A.M. &Graybill F.A. &Boes D.G. (1974): Introduction to theory of Statistics, McGraw Hill.
- Snedecor G.W. & Cochran W.G(1967) : Statistical Methods, Oxford and IBH.
- Hoel P.G. (1971) : Introduction to Mathematical Statistics, Wiley.
- Wilks S.S. Elementary Statistical Analysis, Oxford and IBH.

MATHEMATICAL STATISTICS I & II (PRACTICALS) (SM3A1)

1. Construction of Univariate and Bivariate frequency distribution with samples of size not exceeding 200.
2. Diagrammatic and graphical representation on data and frequency distribution.
3. Cumulative frequency distribution – Ogive curves and Lorenz curves.
4. Measures of Location and dispersion (absolute and relative), skewness and Kurtosis.
5. Numerical problem involving derivation of Marginal and Conditional distributions and related measures of moments.
6. Fitting of Binomial, Poisson and Normal distribution and test of goodness of fit.
7. Curve fitting by the method of least squares
 - a) $y = ax+b$
 - b) $y = ax^2 + bx + c$
 - c) $y = ae^{bx}$
 - d) $y = ax^b$
8. Computation of Correlation coefficients and Regression lines for raw and grouped data – Rank correlation coefficient.
9. Asymptotic and exact test of significance with regard to population mean, proportion, variance and coefficient of correlation.
10. Test of independence of attributes based on contingency table.
11. Confidence interval based on normal, t, chi – square statistics.

NOTE:

- Use of scientific calculator may be permitted for mathematical statistics practical examination.
- Statistical and Mathematical tables are to be provided to the students at the examination hall.

ENVIRONMENTAL STUDIES PROGRAMME **(ENV4B)**

ABILITY ENHANCEMENT COMPULSORY COURSES
(AECC- Environmental Studies)

Syllabus with effect from the academic year 2018-2019
(i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2

II Year / III/IV Sem.

Course Objectives

Students will acquire knowledge about

- **Eco system, Natural Resources**
- **Biodiversity and Conservation**
- **Environmental Pollution , Policies and Practices**
- **Human Communities and the Environment.**

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in anecosystem: Food chains, food webs and ecological succession, Case studies of the followingecosystem:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

- Land resources and landuse change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment,forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts,conflicts over water (international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternateenergy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

- Levels of biological diversity: genetics, species and ecosystem diversity,Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lectures)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noisePollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

Unit 6: Environmental Policies & Practices (8 lectures)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

(Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India.Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London,Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment &Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zedbooks.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. PhiladelphiaSaunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science.Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH PublishingCo.Pvt.Ltd.
12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey& sons.
13. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India.Tirupathi 1992.
14. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
15. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
19. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.

20. World Commission on Environment and Development.1987.Our Common Future.Oxford University Press.

Learning Outcomes:

Student will be able

- Understood the foundational concepts of environmental science and they learnt the interaction between organism and their environments.
- They learnt the ecological basis for regional and global environmental issues.
- Understood the historical and social context of environmental science
- Learnt integrate facts, concepts and methods from multiple disciplines and apply to environmental problems

TSSSED - ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL II

LEARNING OBJECTIVES:

The main objectives of this course are

- to help the students understand the role of kinesics and other paralinguistic elements in enriching their presentation skills
- to improve their skills in teamwork and group discussions
- to equip them with skills needed to face interviews and make effective presentations

SYLLABUS:

UNIT 1:

- Body Language - Kinesics
- Proxemics
- Para linguistic
- Chronemics
- Nuances of Speech Delivery
- Personality Development: Building self-esteem

UNIT II:

- Team work and participating in group discussions
- Team building and Team work
- Team briefing
- Role of Team leader
- Conflict resolution
- Methodology of Group discussions
- Role Functions in Group Discussion
- Types of Non-functional behaviour
- Improving group performance
- Participating in Mock group discussions

UNIT III:

- Interviews
- Types of Interviews
- preparing for interviews
- facing interviews

- reviewing performance
- participating in mock interviews

UNIT IV:

- Business Presentations
- Preparing successful presentations
- thinking about audience
- making effective use of visual aid
- Delivering presentation
- using prompts
- dealing with questions and interruptions
- Mock presentations

LEARNING OUTCOME:

After completing this course the students would have

- learnt the importance of paralinguistic elements in enhancing their presentation
- learnt to work as a team, conduct and participate in group discussions
- face interviews and face presentations effectively.

FIFTH SEMESTER
CORE PAPER- IX ALGEBRAIC STRUCTURES - I (SM25A)

Course objectives:

Students will acquire knowledge

- To study the basic algebraic structures such as group and rings
- To understand the properties and extend group structure to finite permutation groups.
- To study the concepts of homomorphism, isomorphism and automorphism .

Unit 1

Introduction to groups- Subgroups- cyclic groups and properties of cyclic groups- Lagrange's Theorem- A counting principle.

Chapter 2 Section 2.4 and 2.5.

Unit 2

Normal subgroups and Quotient group- Homomorphism- Automorphism.

Chapter 2 Section 2.6 to 2.8.

Unit 3

Cayley's Theorem- Permutation groups.

Chapter 2 Section 2.9 and 2.10.

Unit 4

Definition and examples of ring- Some special classes of rings- homomorphism of rings- Ideals and quotient rings- More ideals and quotient rings.

Chapter 3 Section 3.1 to 3.5.

Unit 5

The field of quotients of an integral domain- Euclidean Rings- The particular Euclidean ring.
Section 3.6 to 3.8.

Learning Outcomes:

Student will be able to have concrete knowledge about

- The abstract thinking in Group Theory, Rings.
- Understand theorems based on finite groups and its application.
- Understand theorems on Rings and evaluating simple problems based on rings.

Contents and treatment as in

“Topics in Algebra” – I. N. Herstein, Wiley Eastern Ltd.

Reference:

1. Modern Algebra by M.L.Santiago, McGraw Hill Education India pvt Ltd.
2. Modern Algebra by S. Arumugam and others, New Gamma publishing House, Palayamkottai.
3. Modern Algebra by Visvanathan Nayak, Emerald Publishers, Reprint 1992.

CORE PAPER-X- REAL ANALYSIS –I (SM25B)

Course Objectives:

Students will acquire knowledge to

- Apply Mathematical concepts and Principles to perform numerical and symbolic computations.
- Understand and perform simple proofs.
- Know how abstract ideas and rigorous methods in Mathematical Analysis can be applied to practical problems.

Unit 1

Sets and elements; Operations on sets; functions; real valued functions; equivalence; countability ; real numbers; least upper bounds.

Chapter 1 Section 1. 1 to 1.7

Unit 2

Definition of a sequence and subsequence; limit of a sequence; convergent sequences; divergent sequences; bounded sequences; monotone sequences.

Chapter 2 Section 2.1 to 2.6

Unit 3

Operations on convergent sequences; operations on divergent sequences; limit superior and limit inferior; Cauchy sequences. Chapter 2 Section 2.7 to 2.10.

Unit 4

Convergence and divergence; series with non-negative numbers; alternating series; conditional convergence and absolute convergence; tests for absolute convergence; series whose terms form a non - increasing sequence - the class l^2

Chapter 3 Section 3.1 to 3.4, 3.6, 3.7 and 3.10

Unit 5

Limit of a function on a real line;. Metric spaces; Limits in metric spaces.Function continuous at a point on the real line, reformulation, Function continuous on a metric space.

Chapter 4 Section 4.1 to 4.3 Chapter 5 Section 5.1-5.3

Learning Outcomes:

Students will be able to

- Apply Mathematical concepts and Principles to perform numerical and symbolic computations.
- Understand and perform simple proofs.
- Know how abstract ideas and rigorous methods in Mathematical Analysis can be applied to practical problems

Contents and Treatment as in

“Methods of Real Analysis” : Richard R. Goldberg (Oxford and IBH Publishing Co.).

Reference:

1. Principles of Mathematical Analysis by Walter Rudin, Tata McGraw Hill.
2. Mathematical Analysis Tom M Apostol, Narosa Publishing House.

CORE PAPER- XI- DYNAMICS (SM25C)

Course Objectives:

Students will acquire knowledge of

- The motion of bodies under the influence of forces.
- Rectilinear motion of particles, Projectiles, Impact and Moment of Inertia of Particles.
- To understand the notions of impact between two smooth spheres.

Unit 1

Kinematics - Basic units – velocity – acceleration- coplanar motion..

Chapter 1 - Section 1.1 to 1.4

Unit 2

Work, Energy and power – work – conservative field of force – power – Rectilinear motion under varying Force simple harmonic motion (S.H.M.) – S.H.M. along a horizontal line- S.H.M. along a vertical line – motion under gravity in a resisting medium.

Chapter 11 - Section 11.1 to 11.3 , Chapter 12 - Section 12.1 to 12.4

Unit 3

Projectiles - Forces on a projectile- projectile projected on an inclined plane.

Impact: Impulsive force - impact of sphere - impact of two smooth spheres – impact of a smooth sphere on a plane – oblique impact of two smooth spheres

Chapter 13 - Section 13.1, 13.2, Chapter 14 - Section 14.1, 14.5

Unit 4

Circular motion – Conical pendulum– simple pendulum – central orbits -general orbits -central orbits- conic as centered orbit.

Chapter 15 - Section 15.1, 15.2, 15.6, Chapter 16 - Section 16.1 to 16.3

Unit 5

Moment of inertia, Perpendicular and parallel axes theorem.

Chapter 17 -Section 17.1, 17.1.1

Learning Outcomes:

Students will be able to

- Motion of bodies under the influence of forces.

- Rectilinear motions and projectiles
- Impact and moment of inertia of particles

Contents and treatment as in

“Mechanics” – P. Duraipandian, LaxmiDuraipandian , Muthamizh Jayapragasham, S. Chand and Co limited 2008 .

Reference :

1. Dynamics – K. ViswanathaNaik and M. S. Kasi, Emerald Publishers.
2. Dynamics – A. V. Dharmapadam, S. Viswanathan Publishers.
3. Mechanics – Walter Grenier

CORE PAPER- XII- DISCRETE MATHEMATICS (SM25D)

Course Objectives:

Students will acquire knowledge

- About the tools and ideas in Mathematics for solving applied Problems.
- To understand the construction of simple mathematical proofs.
- To Evaluate Boolean functions and to express a logic sentence in terms of predicates, quantifiers, and logical connectives.

Unit 1

Set, some basic properties of integers, Mathematical induction, divisibility of integers, representation of positive integers.

Chapter 1 - Sections 1.1 to 1.5

Unit 2

Boolean algebra, two element Boolean algebra, Disjunctive normal form, Conjunctive normal form

Chapter 5 - Sections 5.1 to 5.4

Unit 3

Application, Simplification of circuits, Designing of switching circuits, Logical Gates and Combinatorial circuits.

Chapter 5 - Section 5.5, 5.6.

Unit 4

Sequence and recurrence relation, Solving recurrence relations by iteration method, Modeling of counting problems by recurrence relations, Linear (difference equations) recurrence relations with constant coefficients, Generating functions, Sum and product of two generating functions, Useful generating functions, Combinatorial problems. Chapter 6 - Section 6.1 to 6.6

Unit 5

Proportional logic and Predicate logic: Proportional logic, Adequate system of connectives, Translation of sentences in a Natural Language into Statement Formula, Logical validity of arguments, Predicate Logic, Negation of a statement obtained by qualification of a predicate, Logical operations on predicates or quantified predicates, Symbolization of sentences by using predicates, Quantifiers and connectives, Logical validity of arguments.

Chapter 8 - Sections 8.1, 8.5 to 8.8 (Omit Section 8.2 to 8.4)

Learning Outcomes:

Student will be able

- To apply tools and ideas in Mathematics for solving applied Problems.
- To Evaluate Boolean functions.
- To express a logic sentence in terms of predicates, quantifiers, and logical connectives.

Contents and treatment as in

“Introduction to Discrete Mathematics”, 2nd edition, 2002 by M. K. Sen and B. C. Chakraborty, Books and Allied Private Ltd., Kolkata.

Reference:-

1. Discrete mathematics for computer scientists and mathematicians by J. L. Mertz, Abraham Kendel and T. P. Baker prentice-hall, India.
2. Discrete mathematics for computer scientists by John Truss-Addison Wesley.
3. Elements of Discrete Mathematics, C. L. Liu, New York McGraw-Hill, 1977

Elective paper -I Programming Language ‘C’ With Practicals (SM45A)

Course Objectives:

Students will acquire knowledge

- To gain proficiency with a programming language C
- To compose programs in C and to solve the problems.
- To learn critical thinking methods.

Unit 1

Introduction. Constants-Variables-Data-types - Operators- Precedence of operators – Managing Input and Output Operations.

Chapters: 2, 3 and 4

Unit 2

Decision making and branching: Simple if, if else, nested if, else if ladder and switch statement – conditional operator – go to statement. Decision making and looping : while, do while and for

statement – nested for loops – continue and break statements.

Chapters: 5 and 6

Unit 3

Arrays : One dimensional and 2 dimensional arrays – declarations – initialization of arrays–

Character Arrays and Strings: Declaration and Initialization of Strings – Reading and Writing strings -

Operation on strings-String handling functions.

Chapters: 7 and 8

Unit 4

Functions : Need for User defined functions- A Multi function Program- Elements of User

defined functions - Function definition , Function Call and Function Declaration – Return

Values and their types- Categories of functions – Nesting of Functions- Recursion . Pointers:

Understanding Pointers-Accessing address of a variable- Declaration and Initialization of

Pointers- Accessing a Variable through its Pointer- Function call by reference - call by value.

Chapters : 9 and 11.

Unit 5

File Management in C : Definition-Opening and Closing a

file- Input/ Output operations on Files- Error Handling

during I/O operations.

Chapter 12.

Learning Outcomes:

Student will be able

- To know the basic concepts and structure of ‘C’ program
- To write simple programs with Mathematical Applications.
- To apply concepts of Branching, Looping and Arrays in programming.

Content and Treatment as in

Programming in ANSI C, 7th edition by E.Balagurusamy, Tata-Mcgraw Hill Publishing Company.

Reference:-

1. Venugopal, programming in C
2. Gottfried, B.S : programming with C , Schaum’s outline series, TMH 2001
3. Yashvant Kanitkar, Let us „C” BPB Publications
4. R.S.Bichkar, “Programming with C” , Universities Press (INDIA) Pvt.Ltd.

Programming Language ‘C’ - PRACTICALS (SM451)

Writing ‘C’ programs for the following:

1. To convert Centigrade to Fahrenheit
2. To find the area, circumference of a circle
3. To convert days into months and days

4. To solve a quadratic equation
5. To find sum of n numbers
6. To find the largest and smallest numbers
7. To generate Pascal's triangle, Floyd's triangle
8. To find the trace of a matrix
9. To add and subtract two matrices
10. To multiply two matrices
11. To generate Fibonacci series using functions
12. To compute factorial of a given number, using functions
13. To add complex numbers using functions
14. To concatenate two strings using string handling functions
15. To check whether the given string is a palindrome or not using string handling functions.

PART – IV - VALUE EDUCATION (VAE5Q)

Common for all U.G. Courses (Effective from the Academic Year 2012 – 2013)

Objective:

1. Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality.
2. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education.
3. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values.
4. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity".
5. Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT I:

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II:

Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III:

Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV:

Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V:

Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

LEARNING OUTCOMES

1. A value system is a set of consistent values and measures. Knowledge of the values were inculcated through education.
2. Classes on Value education contributed in forming true human being, who are able to face life and make it meaningful.
3. Topics related to Human values, social evils and ethical values were learnt

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravorthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

SEMESTER-VI

CORE PAPER-XIII – ALGEBRAIC STRUCTURES - II (SM26A)

Course Objectives:

Students will acquire knowledge

- About vector Spaces, Dual spaces, Inner product spaces and linear transformations
- To Construct, or give examples of, mathematical expressions that involve

vectors, matrices, and linear systems of linear equations.

- To Evaluate mathematical expressions to compute quantities that deal with linear systems and eigenvalue problems.

Unit 1

Vector spaces. Elementary basic concepts- linear independence and bases Chapter 4 Section 4.1 and 4.2.

Unit 2

Dual spaces

Chapter 4 Section 4.3.

Unit 3

Inner product

spaces. Chapter 4

Section 4.4.

Unit 4

Algebra of linear transformations- characteristic roots. Chapter 6 Section 6.1 and 6.2.

Unit 5

Matrices- canonical forms- triangular forms. Chapter 6 Section 6.3 and 6.4.

Learning Outcomes :

Student will be able

- To analyze the solution set of a system of linear equations.
- To generalize the concepts of a real (complex) vector space to an arbitrary finite-dimensional vector space.
- To investigate properties of vector spaces and subspaces using linear transformations.

Content and Treatment as in

“Topics in Algebra” – I. N. Herstein-Wiley Eastern Ltd.

Reference:

1. University Algebra – N. S. Gopalakrishnan – New Age International Publications, Wiley Eastern Ltd.
2. First course in Algebra – John B. Fraleigh, Addison Wesley.
3. Text Book of Algebra – R. Balakrishna and N. Ramabadrana, Vikas publishing Co.
4. Algebra – S. Arumugam, New Gamma publishing house, Palayamkottai.

CORE PAPER – XIV- REAL ANALYSIS –II (SM26B)

Course Objectives:

Students will acquire knowledge

- To expose the students to the fundamental concepts of open and closed sets.
- To provide deeper understanding of the complete spaces, compactness, connectedness, and uniform continuity etc. in a metric space.
- To understand the concepts of the differentiability of real functions and related theorems, pointwise convergence and uniform convergence.

Unit 1

Open sets; closed sets; Discontinuous function on \mathbb{R}^1 . More about open sets;

Connected sets :

Chapter 5 Section 5.4 to 5.6

Chapter 6 Section 6.1 and 6.2

Unit 2

Bounded sets and totally bounded sets: Complete metric spaces- compact metric spaces, continuous functions on a compact metric space, continuity of inverse functions, uniform continuity.

Chapter 6 Section 6.3 to 6.8

Unit 3

Sets of measure zero, definition of the Riemann integral, existence of the Riemann integral- properties of Riemann integral.

Chapter 7 Section 7.1 to 7.4

Unit 4

Derivatives- Rolle's theorem, Law of mean, Fundamental theorems of calculus. Chapter 7 Section 7.5 to 7.8

Unit 5

Taylor's theorem- Pointwise convergence of sequences of functions, uniform convergence of sequences of functions.

Chapter 8 Section 8.5, Chapter 9 Section 9.1 and 9.2

Learning Outcomes:

Students will be able to

- Know the basic concepts of the real numbers and the analytic properties of real-valued functions.
- Know the analytic concepts of connectedness, compactness, completeness and calculus.
- Solve problems based on Pointwise convergence and Uniform convergence.

Content and Treatment as in

“Methods of Real Analysis”- Richard R. Goldberg (Oxford and IBH Publishing Co)

Reference:-

1. Principles of Mathematical Analysis by Walter Rudin, Tata McGraw Hill.
2. Mathematical Analysis Tom M Apostol, Narosa Publishing House.

CORE PAPER XV – COMPLEX ANALYSIS (SM26C)**Course Objectives:****Students will acquire knowledge**

- To understand limits, differentiability and continuity for complex number system.
- To solve Taylors and Laurents series expansion problems.
- To understand Cauchy residue theorem, singularities and poles and to solve definite integral problems.

Unit 1

Functions of a complex variable - mappings, limits - theorems on limits, continuous functions, Differentiability - Cauchy-Riemann equations - Analytic functions - Harmonic functions – Conformal mapping.

Chapter 1 – sec 2.1 to 2.9.

Unit 2

Bilinear Transformations: Elementary transformations – Bilinear transformations – Cross ratio - Fixed Points of Bilinear Transformations – Mapping by Elementary Functions - The Mapping $w = z^2, z^n$, n is a positive integer, $w = e^z, \sin z, \cos z$.

Chapter 3 – sec 3.1 to 3.4 , Chapter 5 – sec 5.1 to 5.

Unit 3

Complex Integration – definite integral – Cauchy's Theorem – Cauchy's integral formula – Higher derivatives.

Chapter 6 – sec 6.1 to 6.4

Unit 4

Series expansions – Taylor's series – Laurent's Series – Zeroes of analytic functions - Singularities.

Chapter 7 – 7.1 to 7.4

Unit 5

Residues – Cauchy's Residue Theorem – Evaluation of definite integrals.

Chapter 8 – 8.1 to 8.3.

Learning Outcomes:**Student will be able**

- To apply Cauchy Riemann equation for differentiability and to find bilinear transformation
- To solve analytic functions, limits and differentiability.
- To apply the methods of complex analysis to evaluate definite integrals and infinite series.

Content and treatment as in

Content and treatment as in “Complex Analysis” by Dr. S. Arumugam, Thangapandi Isaac, Dr. A. Somasundaram, SciTech publications (India) Pvt Ltd, 2002.

Reference:

1. Complex variables and Applications (Sixth Edition) by James Ward Brown and Ruel V. Churchill, Mc.Grawhill Inc.
2. Complex Analysis – P. Duraipandian, Kayalak Pachaiyappa, S. Chand & Co Pvt. Ltd
3. Complex Analysis, T. K. Manickavachagom Pillay, S. Viswanathan Publishers Pvt. Ltd

Elective paper -II GRAPH THEORY (SM4AG)

Course Objectives:

Students will acquire knowledge

- To define the basic concepts of graphs
- To describe some basic algorithms for graph
- To improve the proof writing skills

Unit 1

Graphs and Subgraphs: Introduction- Definition and examples, degrees, sub graphs, isomorphism, independent sets and coverings, intersection graphs and line graphs, matrices, operations on graphs.

Chapter 2 Sections 2.0 – 2.9 (Omit section 2.5)

Unit 2

Degree sequences and graphic sequences – simple problems. Connectedness, walks, trails, paths, components, bridge, block, connectivity – simple problems.

Chapter 3 Sections 3.0 – 3.2 ,

Chapter 4 Sections 4.0 – 4.4

Unit 3

Eulerian and Hamiltonian graphs
Chapter 5 Sections 5.0 – 5.2

Unit 4

Trees : Characterisation of Trees, Centre of a Tree -simple problems.

Planarity : Definition and properties, Characterization of planar graphs.
Chapter 6 Sections 6.0 – 6.2 , Chapter 8 Sections 8.0 – 8.2

Unit 5

Directed Graphs: Definition and basic properties, paths and connections, digraphs and matrices, tournaments

Chapter 10 Sections 10.0 – 10.4

Learning Outcomes:

Student will be able

- To apply the fundamental concepts in graph theory
- To apply graph theory based tools in solving practical problems.
- Do model real world problems using graph theory.

Content and treatment as in

“Invitation to Graph Theory” by S.Arumugam and S.Ramachandran, New Gamma PublishingHouse, Palayamkottai

Reference Books

1. A first book at graph theory by John Clark and Derek Allan Holton, Allied publishers
2. Graph Theory by S.Kumaravelu and Susheela Kumaravelu,Publishers authors C/o 182 Chidambara Nagar, Nagarkoil

Elective paper -III. OPERATIONS RESEARCH (SM4AH)

Course Objectives:

Students will acquire knowledge in

- Solving Linear Programming Problems.
- Sequencing the jobs to be carried out based on Cost Optimization.
- Solving assignment and transportation problems and Queuing Theory Models.

Unit 1

Linear programming: Formulation – graphical solution. Simplex method. Big-M method.Duality-primal-dual relation.

Chapter 6 Sections 6.1 – 6.13, 6.20 – 6.31

Unit 2

Transportation problem: Mathematical Formulation. Basic Feasible solution. North West Corner rule, Least Cost Method, Vogel’s approximation. Optimal Solution. Unbalanced Transportation Problems. Degeneracy in Transportation problems.

Assignment problem: Mathematical Formulation. Comparison with Transportation Model. Hungarian Method. Unbalanced Assignment problems

Chapter 9 Sections 9.1 – 9.12 ,Chapter 8 Sections 8.1 – 8.5

Unit 3

Sequencing problem: n jobs on 2 machines – n jobs on 3 machines – two jobs on m machines – n jobs on m machines.

Game theory : Two-person Zero-sum game with saddle point – without saddle point – dominance – solving $2 \times n$ or $m \times 2$ game by graphical method.

Chapter 10 Sections 10.1 – 10.6 ,Chapter 12 Sections 12.1 – 12.15

Unit 4

Queuing theory: Basic concepts. Steady state analysis of $M / M / 1$ and $M / M / S$ models with finite and infinite capacities.

Chapter 5 Sections 5.1 – 5.18

Unit 5

Network: : Project Network diagram – CPM and PERT computations. (Crashing excluded)

Chapter 13 Sections 13.1 – 13.10

Learning Outcomes:

Students will be able to

- Solve Linear Programming Problem.
- Solve Transportation Problem.
- Understand the basic concepts of Queueing theory and Network problems.

Content and treatment as in

Operations Research, by R.K.Gupta , Krishna Prakashan India (p),Meerut Publications.

Reference:

1. Gauss S.I. Linear programming , McGraw-Hill Book Company.
2. Gupta P.K. and Hira D.S., Problems in Operations Research ,S.Chand& Co.
3. KantiSwaroop, Gupta P.K and Manmohan , Problems in Operations Research,SultanChand & Sons.
4. Ravindran A., Phillips D.T. and Solberg J.J., Operations Research, John wiley & Sons.
5. Taha H.A. Operation Research, Macmillan pub. Company, New York.
6. Linear Programming, Transporation, Assignment Game by Dr.Paria, Books and Allied(p)Ltd.,1999.
7. V.Sundaresan,K.S. GanapathySubramaian and K.Ganesan,Resource ManagementTechniques..A.R Publications.

ANNA ADARSH COLLEGE FOR WOMEN, CHENNAI
PG DEPARTMENT OF CHEMISTRY
COURSE OUTCOMES AND PROGRAMME OUTCOMES
(For the academic year – 2022-2023)
PROGRAMME: M.Sc. CHEMISTRY

LIST OF STAFF MEMBERS

S.No.	Name	Designation	Degree
1	Dr. T. Sobana Premlatha	Associate Professor & Head	M.Sc., M.Phil., Ph.D., SLST
2	Dr. E. Thamaraiselvi	Assistant Professor	M.Sc., M.Phil., Ph.D., SLET
3	Ms. K. Priya Sudha	Assistant Professor	M.Sc., M.Phil (Ph.D)., SET
4	Dr. R. Vashantha	Assistant Professor	M.Sc., Ph.D
5	Dr. A. Sumita	Assistant Professor	M.Sc., SET., Ph.D
6	Dr. V. Sribharathy	Assistant Professor	M.Sc., M.Phil., Ph.D
7	Dr. K. Sangeetha	Assistant Professor	M.Sc., M.Phil., Ph.D
8	Dr. R.J. Kavitha	Assistant Professor	M.Sc., Ph.D
9	Dr. N.S. Sangeetha	Assistant Professor	M.Sc., M.Phil., Ph.D
10	Dr. N. Suganya	Assistant Professor	M.Sc., M.Phil., Ph.D., SET
11	Dr. T. Nandhini	Assistant Professor	M.Sc., Ph.D., SET

Programme Outcomes

- PO1:** On completion of this program, the graduates will get enhanced career prospects, improved problem-solving and decision-making skills.
- PO2:** Graduates will have good personal, professional, and intellectual abilities in their respective disciplines.
- PO3:** Graduates would have received good professional and hands-on training in their respective field of study which makes them job-oriented Post Graduates.
- PO4:** Graduates will be able to do academic research in their specialized disciplines using all modern methods and technology.
- PO5:** Graduates will have the ability to apply professional ethics, accountability, and equity in all their endeavors.

Programme Specific Outcomes

- PSO1:** Provide theoretical background and develop practical skills for analyzing materials using modern analytical methods and instruments and the students will become technically sound to handle the advanced analytical instruments.
- PSO2:** Understands the background of organic reaction mechanisms, complex chemical structures, and instrumental method of chemical analysis, molecular rearrangements and separation techniques.
- PSO3:** Appreciates the importance of various elements present in the periodic table, coordination chemistry, in living system and structure, properties, application of molecules, enzymes, proteins and structural determination of complexes using theories and instruments.
- PSO4:** Gathers attention about the physical aspects of atomic structure, dual behavior, reaction pathways with respect to time, various energy transformations, significance of electrochemistry using their symmetry.
- PSO5:** Carry out experiments in the area of organic analysis, estimation, separation, derivative process, inorganic semi micro analysis, preparation, conductometric and potentiometric analysis.
- PSO6:** The students will intensify their desire to contribute to the nation in the capacity of chemist or as innovator by taking up research career and to pursue Ph.D programme.
- PSO7:** Becomes professionally skilled for enormous job opportunities at all level of chemical, pharmaceutical, food products, life oriented material industries and synthetic division of polymer industries & allied division.
- PSO8:** The students will be able to clear CSIR-NET examination and competitive exams conducted by service commissions.
- PSO9:** Develop an understanding of eco-friendly chemical processes and impact of chemistry on health and environment.

M.Sc., DEGREE COURSE IN CHEMISTRY
REGULATIONS
(w.e.f. 2022-2023)

FIRST SEMESTER

Course Components/Title of the paper	Inst. Hours/ week	Credits	Exam Hours	MARKS		
				CIA	EXT	TOTAL
Core Paper – I : Organic Chemistry-I	6	4	3	25	75	100
Core Paper – II :Inorganic Chemistry-I	6	4	3	25	75	100
Core Paper – III :Physical Chemistry-I	6	4	3	25	75	100
Core Paper – IV :Organic Chemistry practical-I*	6	4	6	40	60	100
Core Paper – V :Inorganic Chemistry practical-I*	6	4	6	40	60	100
Soft Skill -1	--	2	3	40	60	100
	30	22				

SECOND SEMESTER

Course Components/Title of the paper	Inst. Hours/ week	Credits	Exam Hours	MARKS		
				CIA	EXT	TOTAL
Core Paper – VI; Organic Chemistry-II	6	4	3	25	75	100
Core Paper – VII: Inorganic Chemistry-II	6	4	3	25	75	100
Core Paper – VIII : Physical Chemistry-II	6	4	3	25	75	100
Extra Disciplinary Paper – I: Chromatographic Techniques/ /Analytical Techniques in Chemistry/Environmental Chemistry/Polymer Chemistry	4	3	3	25	75	100
Elective Paper – I : Analytical Chemistry practical-I*	4	3	6	40	60	100
Elective Paper – II : Physical Chemistry practical-I*	4	3	6	40	60	100
Soft Skill Paper – II	--	2	3	40	60	100
Internship **		2				

	30	27				
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***Practical examinations to be conducted at the end of the academic year.**

**** Internship will be carried out during the summer vacation of the first year and marks should be sent to the University by the College and the same will be included in the Third semester Marks Statement.**

**M.Sc., DEGREE COURSE IN CHEMISTRY
REGULATIONS
(w.e.f. 2015-2016)**

THIRD SEMESTER

Course Components/Title of the paper	Inst. Hours/ week	Credits	Exam Hours	MARKS		
				CIA	EXT	TOTAL
Core Paper – IX: Organic Chemistry-III	6	4	3	25	75	100
Core Paper – X :Inorganic Chemistry-III	6	4	3	25	75	100
Core Paper – XI: Physical Chemistry-III	6	4	3	25	75	100
Extra Disciplinary Paper – II: Materials Science/ Bioorganic Chemistry/ Research Methodology/Bioinorganic Chemistry	4	3	3	25	75	100
Elective Paper –III : Organic Chemistry Practical-II*	4	3	6	40	60	100
Elective Paper –IV: Inorganic Chemistry Practical-II*	4	3	6	40	60	100
Soft Skill Paper – III	--	2	3	40	60	100
	30	23				

FOURTH SEMESTER

Course Components/Title of the paper	Inst. Hours/ week	Credits	Exam Hours	MARKS		
				CIA	EXT	TOTAL
Core Paper XII : Organic Chemistry-IV	6	4	3	25	75	100
Core Paper XIII: Inorganic Chemistry-IV	6	4	3	25	75	100
Core Paper XIV: Physical Chemistry-IV	6	4	3	25	75	100
Core Paper XV: Physical Chemistry practical-II*	6	4	6	40	60	100
Elective Paper-V: Dissertation & Viva Voce	6	3	6	40	60	100

exam.						
Soft Skill -IV	--	2	3	40	60	100
	30	21				

***Practical examinations to be conducted at the end of the academic year.**

FIRST SEMESTER

CORE PAPER - I – ORGANIC CHEMISTRY- I

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	Core Paper I – Organic Chemistry – I	MK21A	90	4

COURSE OBJECTIVES:

- ✓ Basic concepts in stereochemistry of organic molecules.
- ✓ Conformational analysis of organic molecules
- ✓ The reaction mechanisms of stereoisomers and conformational isomers
- ✓ Synthetic applications of aliphatic and aromatic substitution reactions

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To understand the optical activity, chirality, isomerism - configuration, conformational, geometrical and optical isomers – nomenclature.
CO 2	To understand the conformational analysis – geometrical and optical isomerism – cyclohexanols – substituted derivatives – fused bicyclic systems
CO 3	To know about the kinetic and non-kinetic methods – S _N i - aliphatic nucleophile mechanisms – effects – substitutions
CO 4	To understand about the aromatic nucleophilic substitution, condensation, alkylation and acylation reactions
CO 5	To learn about the aromatic electrophilic substitution – name reactions – synthesis of di- and tri-substituted benzenes.

UNIT-I STEREOCHEMISTRY

Optical activity and chirality - definition and classification of chiral molecules as asymmetric and dissymmetric carbon. Stereoisomers - definition based on symmetry and energy criteria, rotamers, prochiral carbons. Stereoisomerism due to molecular dissymmetry - allenes, biphenyls, spiro compounds, trans cyclooctene, cyclononene and molecules with helical structures. Configurational and conformational isomers. Absolute configuration - enantiomers - R, S nomenclature.

geometrical isomerism. E, Z nomenclature of olefins, geometrical and optical isomerism (if shown) of disubstituted cyclopropanes, cyclobutanes and cyclopentanes. Identification of topicity - enantiotopic, homotopic and diastereotopic hydrogens in

compounds with carbons up to ten only. Stereospecific and stereoselective reactions. Inter conversion of Sawhorse, Newman and Fischer projections. Molecules with two and more asymmetric centers - definition of diastereoisomer - constitutionally symmetrical, unsymmetrical chiral compounds e.g. erythro and threo compounds. Asymmetric synthesis.

UNIT-II CONFORMATIONAL ANALYSIS

Conformational analysis of acyclic molecules - 1,2 - disubstituted ethane derivatives. Conformation of monocyclic compounds - disubstituted cyclohexanes and their stereochemical features [geometrical and optical isomerism (if shown) by these derivatives]. Conformation and reactivity of substituted cyclohexanols (oxidation and acylation), cyclohexanones and tert butyl cyclohexanols (reduction involving selectrides) and cyclohexane carboxylic acid derivatives (esterification and hydrolysis). Conformation and stereochemistry of fused bicyclic system - cis and trans decalins and 9-methyldecalin.

UNIT-III ALIPHATIC NUCLEOPHILIC SUBSTITUTION REACTIONS

Kinetic and non-kinetic methods of determining organic reaction mechanism. Hammett and Taft equations - Derivation and free energy relationship - simple problems. S_N1, S_N2 and S_Ni mechanisms - Nucleophile and leaving groups. Stereochemistry and ion pairs. Neighbouring group participation - by aryl group, O, N, S, halogens, single, double and triple bonds. Effect of substrate, nucleophile, leaving group, solvents. Substituent effect on carbocations - cyclopropyl and carbonyl cations. Substitution in norbornyl system and at bridgehead carbon. Nucleophilic substitution at allylic and vinylic carbons. Substitutions by ambident nucleophiles such as -CN⁻, -NO₂⁻, phenoxide ion and alkylation using dianion (EAA), acylation and alkylation of active methylene compounds.

UNIT-IV NUCLEOPHILIC SUBSTITUTION REACTIONS

Nucleophilic substitution at carbon which is doubly bonded to oxygen and nitrogen - alkylation and acylation of amines, halogen exchange, Von-Braun reaction. Enamines - synthesis - alkylation and acylation of enamines, hydrolysis of esters, Claisen and Dieckmann condensations. Aromatic nucleophilic substitution - methods of generation of benzyne intermediate and reactions of aryl intermediates. Nucleophilic substitution involving diazonium ions. Aromatic nucleophilic substitution of activated halides. Ziegler alkylation. Chichibabin and Bucherer reactions.

UNIT-V AROMATIC ELECTROPHILIC SUBSTITUTION REACTIONS

The arenium ion mechanism. Orientation and reactivity (ortho, meta and para directing groups). Typical reactions to be studied - nitration, halogenation, sulphonation, alkylation, acylation and diazonium coupling. Formylation reactions - Gatterman, Gatterman-Koch, Vilsmeier-Hack and Reimer-Tiemann reactions. Synthesis of di and tri substituted benzenes (symmetrical tribromobenzene, 2-amino-5-methylphenol, 3-nitro-4-bromobenzoic acid, 3, 4-

dibromonitrobenzene, 1,2,3 – trimethylbenzene, 2-bromo-4- fluorobenzoic acid) starting from benzene or any mono substituted benzene. Electrophilic substitution of furan, pyrrole, thiophene, pyridine and pyridine-N-oxide.

Text Books:

1. E. Eliel, S.H.Wilen and L.N.Mander, 1994, Stereochemistry of Carbon Compounds, 2nd Edition, John Wiley & Sons, New York
2. D.Nasipuri, 1994, Stereochemistry of Organic Compounds, 2nd Edition, Wiley Eastern Ltd, New Delhi
3. PS. Kalsi, 1993, Stereochemistry, Conformation Analysis and Mechanism, 2nd Edition, Wiley Eastern Limited, Chennai
4. P.S. Kalsi, 1994, Stereochemistry and Mechanism Through Solved Problems Wiley Eastern Ltd.
5. Niel Isaacs, 1987, Physical Organic Chemistry, ELBS Publications
6. R.Bruckner, 2002, Advanced Organic Chemistry, Reaction Mechanism, Elsevier, New Delhi
7. F.A. Carey and R.J. Sundberg, 2001, Advanced Organic Chemistry, Part A and Part-B, 4th Edition, Plenum Press, New York
8. J. March, 1992, Advanced Organic Chemistry, 4th Edition, John Wiley & Sons, Singapore.
9. T.L. Gilchrist and C.W. Rees, Carbenes, Nitrenes and Arynes, Thomas Nelson and Sons Ltd., London.
10. T.L. Gilchrist, 1992, Heterocyclic Chemistry, 2nd Edition, Longman, Essex, England
11. J.A.Joule and K.Mills, 2000, Heterocyclic Chemistry, 4th Edn, Backwell Science Publishers, England.

Websites:

1. <http://info.dome.sdsu.edu/research/guides/science/orgchemistryblr.html>
2. <http://www.liv.ac.uk/chemistry/links/reactions.html>
3. <http://orgchem.chem.uconn.edu/namereact/named.html>
4. [www.gcocities.com/chempen software/reactions.html](http://www.gcocities.com/chempensoftware/reactions.html)

Mapping of CO with PSO

CO/PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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CORE PAPER –II - INORGANIC CHEMISTRY-I

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	Core Paper II – Inorganic Chemistry – I	MK21B	90	4

COURSE OBJECTIVES:

- ✓ To study about polyacids, iso- and hetero-polyacids, inorganic polymers and silicates.
- ✓ Concepts of boron hydrides and metal clusters.
- ✓ Principles and synthesis of nanomaterials – 0D and 1D materials.
- ✓ Theories, isomerism and stability of coordination compounds

COURSE OUTCOME:

Course Outcome	OBJECTIVES
CO 1	To understand the preparations and properties of polyacids, isopolyacids and heteropolyacids, inorganic polymers – silicates, polyorganophosphazenes.
CO 2	To learn about the preparation and applications of boron hydrides and metal clusters.
CO 3	To know the fundamentals and synthetic strategies of nanomaterials – Quantum Dots – Carbon nanotubes – Graphene chemistry.
CO 4	To understand the theories of coordination compounds – Valence bond, Crystal field, Ligand field and MO – LCAO theories.
CO 5	To know the chemistry of chelates, stability and stereoisomers of coordination compounds

UNIT-I BONDING IN INORGANIC COMPOUNDS

Polyacids: Isopolyacids and heteropolyacids of vanadium, chromium, molybdenum and tungsten. Inorganic polymers: Silicates, structure - properties - correlation and applications - molecular sieves, polysulphur - nitrogen compounds and poly – organophosphazenes.

UNIT-II BORON COMPOUNDS AND CLUSTERS

Boron hydrides: Polyhedral boranes, hydroborate ions, carboranes and metallocarboranes. Wade's rules, preparation and reactions of boron hydrides.

Metal Clusters: Chemistry of low molecularity metal clusters up to trinuclear metal clusters; multiple metal-metal bonds.

UNIT-III NANOMATERIAL CHEMISTRY

Synthesis and Properties - Metallic nanoparticles – gold and silver – Nanorods and

Nanotubes – Nanostructures – One, two and three dimensional – semiconductor quantum dots – carbon nanotubes, graphene – Core-shell and Quantum well structures. Hydrogels, Nanocomposite hydrogels, Synthesis and Characterization.

UNIT-IV THEORIES OF COORDINATION COMPOUNDS

Inadequacies of VB Theory- Crystal field theory- d-orbital splitting; octahedral, tetrahedral and square planar-LFSE, spectrochemical series-- Applications of crystal field theory – Spectral properties, magnetic properties-low spin and high spin complexes, thermodynamic properties and structural aspects: Ligand Field Theory. MO theory – LCAO method – Sigma and pi-bonded complexes.

UNIT-V STABILITY AND STEREOISOMERISM OF COORDINATION COMPLEXES

Stability of complexes: thermodynamic stability – stepwise and overall stability constants, their relationships, factors affecting the stability, HSAB approach, chelate effect, importance of chelates. Macrocyclic ligands; types; Schiff bases; crown ethers; cryptands; Chelating agents; types of EDTA titrations; direct and back titrations; replacement titrations; masking and demasking reagents. Determination of stability constants by spectrophotometric, polarographic and potentiometric methods. Stereochemical aspects; stereoisomerism in inorganic complexes; isomerism arising out of ligand and ligand conformation; chirality and nomenclature of chiral complexes; optical rotatory dispersion and circular dichroism.

Text Books:

1. Cotton, F.A. and Wilkinson, L - Advanced Inorganic Chemistry 3rd and 4th Edition, John-Wiley.
2. Earnshaw and Greenwood - Chemistry of Elements.
3. Huheey, J.E., - Inorganic Chemistry, 2nd Edition, Harper and Row, 1976.

Reference Books:

1. Hanney, N.D. - Solid State Chemistry, Prentice Hall, 1967.
2. Greenwood, N.N. - Ionic Crystals, Lattice Defects and Non-Stoichiometry, Butterworths, 1968.
3. A.F. Wells - Structural Inorganic Chemistry.

Mapping of CO with PSO

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CORE PAPER-III - PHYSICAL CHEMISTRY-I (90HOURS)

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	Core Paper III – Physical Chemistry – I	MK21C	90	4

COURSE OBJECTIVES:

- ✓ To impart basic knowledge of group theory and quantum chemistry.
- ✓ To provide a comprehensive understanding of the basic principles of chemical kinetics and various theories related to it.

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To know about physical chemical parameters – free energy – enthalpy and entropy and their significance.
CO 2	To learn about the homogenous and heterogenous catalysis, and related mechanisms.
CO 3	To understand the basic concepts of group theory and its applications - to solve the structural problems of compounds from character table.
CO 4	To know about group theory of non-linear molecules – vibration modes – selection rules – electronic spectra and applications.
CO 5	To learn about basic principles of quantum chemistry and solve various problems - wave function of the system with suitable operators.

UNIT-I CHEMICAL KINETICS-I

Empirical rate laws-Steady state approximation-Determination of reaction mechanisms- Effect of temperature on reaction rates - collision theory - molecular beams - collision cross sections - effectiveness of collisions - probability factors - potential energy surfaces – transition state theory - partition functions and activated complex. Eyring's equation - estimation of free energy, enthalpy and entropy of activation and their significance.

UNIT-II CHEMICAL KINETICS-II

Reactions in solutions - effect of pressure, dielectric constant, ionic strength and salt effect - kinetic isotopic effects - linear free energy relationships-Hammett and Taft equations - Homogeneous catalysis - Acid base catalysis - mechanisms and Bronsted catalysis law.

UNIT-III GROUP THEORY-I

Symmetry elements and operations. Concepts of groups, subgroups, class, order, Abelian and Non-Abelian point groups. Products of symmetry operations and group multiplication table, point groups- identification and determination- Relationship between optical activity and dipole moment-reducible and irreducible representations- Direct product representation - orthogonality theorem and its consequences- character table construction (C_{2v} , C_{3v} and C_{2h}). Symmetry adapted linear combinations of atomic orbitals (water as example).

UNIT-IV GROUP THEORY-II

Hybrid orbital in non-linear molecules (CH_4 , XeF_4 , BF_3 , SF_6 and NH_3). Determination of representations of vibrational modes in non-linear molecules (H_2O , CH_4 , XeF_4 , BF_3 , SF_6 and NH_3). Symmetry selection rules for infrared, Raman and electronic spectra - mutual exclusion principle. Electronic spectra of ethylene and formaldehyde-applications of group theory.

UNIT-V QUANTUM CHEMISTRY-I

Inadequacy of classical theory – black body radiation, photoelectric effect – the Compton effect - Bohr's Quantum theory and subsequent developments – wave particle duality-de Broglie equation, Heisenberg uncertainty principle.

Text Books:-

1. G.K.Vemulapalli,2000,PhysicalChimistry,Prentice-Hall.
2. J.RajaramandJ.C.Kuriacose,1993,Kineticsandmechanismofchemicaltransformation s, MacMillan India Ltd.
3. K.J.Laidler,1987,ChemicalKinetics,Harperand Row,New York.
4. K.L.Kapoor,2001,ATextbookofPhysicalChemistry,MacmillanIndia Ltd.\
5. V.RamakrishnanandM.S.Gopinathan,1988,GroupTheoryinChemistry, Vishal Publications.
6. P.W.Atkins,1990,PhysicalChemistry,Oxford.\
7. K.V.Raman,1990,GrouptheoryanditsapplicationstoChemistry,Tata McGraw Hill.
8. D.A.McQuarrie,1983,QuantumChemistry,UniversityScienceBooks,Mil Valley, California.
9. I.N.Levine,1983,QuantumChemistry,AllynandBacon,Boston.
10. R.Anantharaman,2001,Fundamentalssofquantumchemistry,MacmillanIndia Ltd.
11. R.K.Prasad,1992,QuantumChemistry,NewAge, India.

Suggested Reference Books:-

1. W.J.Moore,1972,PhysicalChemistry,OrientLongman,London.
2. L.K.Nash,1962,ElementsofChemicalThermodynamics,AddisionWesley.
3. G.M.Barrow,1988,PhysicalChemistry,McGrawHill.
4. R.G.FrostandPearson,1981,KineticsandMechanism,Wiley,NewYork.
5. MooreandR.G.Pearson,1981,KineticsandMechanism.
6. I.AmdurandG.G.Hammes,1968,ChemicalKinetics,Principlesandselected topics, McGraw Hill, New York.
7. G.M.Harrus,1966,ChemicalKinetics,D.C.HealthandCo.
8. F.A.Cotton,1971,ChemicalApplicationofGroupTheory,JohnWileyand Sons Inc.,NewYork.
9. AlanVincent,1977,MolecularsymmetryandGrouptheory-programmed introduction to Chemical Applications, Wiley, New York.

Mapping of CO with PSO

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

CORE PAPER-IV - ORGANIC CHEMISTRY PRACTICAL-I (120 Hours)

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	Core Paper IV – Organic Chemistry Practicals - I	MK211	120	4

COURSE OBJECTIVES:

- ✓ To train the students to synthesize an organic compound in single step
- ✓ To carry out the qualitative analysis of binary organic mixture

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To practice separation and identification - Two-component mixtures - boiling/melting points of purified components and derivatives.
CO 2	To know the synthesis of organic compounds by single step process.

I. ANALYSIS OF THE ORGANIC MIXTURE

1. Separation and identification of components in a two-component mixture and preparation of their derivatives.
2. Determination of boiling points/melting points for purified components and derivatives.

II. SYNTHESIS OF ORGANIC COMPOUNDS INVOLVING SINGLE STEP (Any six)

1. Preparation of o-benzylbenzoic acid
2. p-Nitrobenzoic acid from p-nitrotoluene
3. Anthroquinone from anthracene
4. Benzhydrol from benzophenone
5. m-Nitroaniline from m-dinitrobenzene
6. 1, 2, 3, 4-Tetrahydrocarbazole from cyclohexanone
7. p-chlorotoluene from p-toluidine
8. 2, 3-Dimethylindole from phenyl hydrazine and 2-butanone (boiling acetic acid)
9. Methyl orange from sulphanilic acid
10. Diphenyl methane from benzyl chloride

Recommended Books:

1. Arthur I. Vogel, A Text Book of Practical Organic Chemistry.
2. Raj K. Bansal, Laboratory Manual of Organic Chemistry, Wiley Eastern Limited.
3. Mann and Saunders, Laboratory manual of Organic Chemistry

Mapping of CO with PSO

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CO 1	3	2	3	3	2
CO 2	3	3	2	3	2

CORE PAPER -V - INORGANIC CHEMISTRY PRACTICAL-I (120 Hours)

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	Core Paper IV – Organic Chemistry Practicals - I	MK212	120	4

COURSE OBJECTIVES:

- ✓ To train the students in preparation of inorganic compounds, inorganic metal complexes by various methods.
- ✓ To train the candidate in deduction and identification of rare cations by semi micro methods.

COURSE OUTCOMES:

Students successfully completing this course should have developed the ability to

CO 1: Separate the cations from the given mixture.

CO 2: Deduce and identify rare cations by a semi micro method

CO 3: Synthesis inorganic metal complexes by various methods

CO 4: Skill to prepare and purify a synthesized metal complexes

Unit-1:

Semi micro qualitative analysis of mixtures containing two common and two rare cations. The following are the rare cations to be included: W, Mo, Ti, Se, Ce, Th, Zr, V, U and Li.

Unit-2:

Preparation of any five of the following complexes:

1. Potassium tris(oxalate)aluminate(III) trihydrate
2. Tris(ethylene diammine)nickel(II)chloride
3. Potassium tris(oxalate)chromate(III)trihydrate
4. Sodium bis(thiosulphato) cuprate(I)
5. Tris(thiourea)copper(I)sulphate
6. Sodium hexanitrocobaltate(III)
7. Pentamminechlorocobalt(III) chloride
8. Bis(acetylacetonato) copper(II)
9. Hexaamminenickel(II) chloride

Prescribed Text Book:

1. Vogel- A Text book of Qualitative Inorganic Analysis_ Longman
2. Ramanujam V, Inorganic Semi-micro Qualitative Analysis, 3rd Ed., National Publishing Company, Chennai, 1990.

Reference/ Recommended Books for study:

1. Kolthoff&Sandell – Textbook of Qualitative Inorganic Analysis.
2. Svehla G, Vogel's Textbook of μ acro and Semimicro Qualitative Inorganic Analysis, 5th Ed., Longman, London, 1979.

Web Resources:

1. [http://chemistrywithlozano.weebly.com/uploads/8/5/4/7/8547719/_qualitative manual_2010.pdf](http://chemistrywithlozano.weebly.com/uploads/8/5/4/7/8547719/_qualitative_manual_2010.pdf)
2. <http://science-blogs.ucoz.com/resources/notes/msc/pract1/CationGuide.pdf>
3. <http://ncert.nic.in/NCERTS/1/lelm107.pdf>

SECOND SEMESTER

CORE PAPER - VI – ORGANIC CHEMISTRY-II (90 Hours)

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	Core Paper VI – Organic Chemistry – II	MK22A	90	4

COURSE OBJECTIVES:

- ✓ The basic concepts of addition reactions of carbon, carbon-double bond and elimination reactions.
- ✓ Addition and elimination reaction mechanisms
- ✓ Few important rearrangements in organic chemistry will be discussed.
- ✓ The salient features of oxidation and reduction reactions in organic synthesis.

COURSE OUTCOME:

Course Outcome	OBJECTIVES
CO 1	To know about addition reactions in C-C and C=X (X: Heteroatom) Bonding-I: Mechanism of electrophilic and nucleophilic reactions
CO 2	To learn on addition reactions in C-C and C=X (X: Heteroatom) Bonding- II: Chemistry of ylides - stereochemical aspects, carbenes, carbenoids and nitrenes – related name reactions
CO 3	To understand know about the elimination and free-radical reactions – Regioselectivity – stereoselectivity – Long and short lived free radicals- related name reactions.
CO 4	To learn about few mechanisms of organic rearrangements
CO 5	To understand about the reduction, oxidation and hydroxylation reactions

UNIT-I ADDITION TO CARBON-CARBON AND CARBON-HETERO MULTIPLE BONDS – I

Mechanism of electrophilic, nucleophilic and neighbouring group participation in addition reactions.

Nucleophilic addition to carbonyls and stereochemical aspects through various model (Cram/Cram chelation/Felkin – Anh model) - Crams rule- Prevost rule - Re face-si face on addition reaction.

Addition of halogen and nitrosyl chloride to olefins, hydration of olefins and acetylenes,

hydroboration, lithium and boron enolates in aldol, Michael reactions, Koch-Haaf reaction and ene synthesis. Diels-Alder reaction, 1, 3-dipolar additions, alkylation and acylation using Lithium enolates, hydrogenation of ethylene and acetylene - partial reductions - Homogeneous hydrogenation - Wilkinson's catalyst. Addition of activated double bonds by Organometallic compounds, boranes and acylation.

UNIT-II ADDITION TO CARBON-CARBON AND CARBON-HETERO MULTIPLE BONDS - II

Ylides: Chemistry of phosphorous and sulfur ylides – Wittig and related reaction, Peterson olefination.

Stereochemical aspects to be studied wherever applicable: Methods for generation of carbenes, carbenoids and nitrenes – their reactions. addition to double bonds - Simmon Smith reaction, Mannich reaction, Knoevengal condensation, Stobbe condensation, Shapiro reaction, Julia olefination, acyloin condensations, Darzen, and benzoin reactions.

UNIT-III ELIMINATION AND FREE RADICAL REACTIONS

Mechanisms of E1, E2 and E1cB reactions and its spectrum. Elimination Vs substitution, orientation of doublebonds. Typical elimination reaction – dehydration, dehydrohalogenation and dehalogenation. Regioselectivity and stereoselectivity of elimination reactions in cyclic systems, pyrolytic eliminations. Chugaev, Hofmann and Cope elimination reactions.

Free radicals - Long and short lived free radicals - methods of generation. Addition of free radicals to olefinic double bonds, Sandmeyer – Gomberg - Bachmann, Pschorr, Ulmann, Wohl – Ziegler bromination and Hunsdiecker reactions.

UNIT-IV MOLECULAR REARRANGEMENTS

A detailed study of the mechanism of the following rearrangements with suitable examples: Pinacol-Pinacolone (examples other than tetramethyl ethylene glycol) – Wolff, Wagner-Meerwein, Demjanov, dienone-phenol, Favorskii, Baeyer-Villiger, Cope, Claisen, Stevens, Hofmann-Martius, Sommelet-Hauser (in cyclic systems also) and Von Richter rearrangements.

UNIT-V REDUCTION AND OXIDATION REACTIONS IN ORGANIC SYNTHESIS

Reductions: Synthetic importance of Clemensen and Wolf-Kishner reductions and its Modifications, Birch reduction, MPV reduction, McFadyen-Stevens reduction, Bouveault- Blanc reduction.

Oxidation of organic compounds with reagent based on LTA, SeO₂, DDQ, Jones reagent, oxalyl chloride, Dess-Martin reagent, Sarets reagent, Pfitzer-Moffatt reagent and Etard reagent, acetic anhydride in oxidizing alcohols.

Hydroxylations with – OsO₄, KMnO₄, Woodward prevost, epoxidation (per oxides/per acids). Sharpless epoxidation.

Reduction:- Hydride transfer reagents. NaBH₄, LiAlH₄, DIBAL-H, Red-Al, Selectrides, Et₃SiH and Bu₃SnH.

Text Books

1. R.Bruckner, 2002, Advanced Organic Chemistry, Reaction Mechanism, Elsevier, NewDelhi
2. F. A . Carey and R.J. Sundberg, 2001, Advanced Organic Chemistry, Part A and Part-B, 4th Edition, Plenum Press., New York
3. J.March, 2002, Advanced Organic Chemistry, 4th Edition, John Wiley & Sons Singapore.
4. T.L. Gilchrist and C.W. Rees, Carbenes, Nitrenes and Arynes, Thomas Nelson andSons Ltd., London.
5. NielIssacs, 1987, Physical Organic Chemistry, ELBS Publications.
6. W. Carruthers, 1993, Some Modern Methods of Organic Synthesis, 3rd Edition, Cambridge University Press.
7. H.O. House, 1972, Modern Synthetic Reactions, The Benjamin Cummings Publishing Company, London.

Websites:-

1. <http://info.dome.sdsu.edu/research/guides/science/orgchemistryblr.html>
2. <http://www.liv.ac.uk/chemistry/links/reactions.html>
3. <http://orgchem.chem.uconn.edu/namereact/named.html>
4. [www.gcocities.com/chempen software/reactions.html](http://www.gcocities.com/chempensoftware/reactions.html)

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CORE PAPER VII- INORGANIC CHEMISTRY –II

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	Core Paper VII – Inorganic Chemistry – II	MK22B	90	4

COURSE OBJECTIVES:

- ✓ To study about outer and inner sphere coordination processes.
- ✓ Concepts of substitution reactions, solvolysis, coordinate complexes and rearrangements.
- ✓ Preparation methods, band theory and concepts of solid-state chemistry.
- ✓ Importance of nuclear reactions, radioactive decays, and nuclear reactors in India.

COURSE OUTCOME:

Course Outcome	OBJECTIVES
CO 1	To understand reaction mechanism in coordination compounds
CO 2	To learn about the substitution reactions and rearrangements in coordination compounds.
CO 3	To know the preparation methods – ceramic, hydrothermal. Band theory and concepts of solid-state chemistry.
CO 4	To understand the nuclear reactions, radioactive decay properties and concepts of nuclear fission and fusion – photonuclear and thermonuclear reactors.
CO 5	To learn on nuclear chemistry applications – radioactive tracers, isotope dilution analysis.

UNIT-I COORDINATION CHEMISTRY – REACTION MECHANISMS

Electron transfer reactions; outer and inner sphere processes; atoms transfer reaction, complementary and non-complementary reactions.

Formation and rearrangement of precursor complexes, binding ligand, successor complexes, Marcus theory.

UNIT-II SUBSTITUTION REACTIONS IN COORDINATION COMPOUNDS

Substitution Reactions: Substitution in square planar complexes, reactivity of platinum complexes, influence of entering, leaving and other groups, trans-effect, substitution of octahedral complexes of cobalt and chromium, replacement of coordinated water, solvolysis (acids and bases) reactions - applications in synthesis (platinum and cobalt complexes only). Rearrangement in 4 and 6 coordinate complexes: reaction at coordinated ligands - template effect.

UNIT-III SOLID STATE CHEMISTRY

Preparation methods: Ceramic method – sol-gel method – hydrothermal synthesis – chemical vapour deposition: Structure of solids: Structures of ZnS, Rutile, Pervoskite, cadmium iodide and nickel arsenide; spinels and inverse spinels; defects in solids, non- stoichiometric compounds - high temperature superconductors.

Band theory, semiconductors, superconductors, solid state electrolytes, types of magnetic behaviour - dia, para, ferro, antiferro and ferri magnetism, hysteresis, solid state lasers, inorganic phosphorus, ferrites, garnets.

Reactions in solid state and phase transitions, diffusion, diffusion coefficient, diffusion mechanisms, vacancy and interstitial diffusion, formation of spinels.

Solid solutions: Order-disorder transformations and super structure.

UNIT-IV NUCLEAR CHEMISTRY

Nuclear properties-nuclear spin and moments, origin of nuclear forces, salient features of liquid drop and shell models.

Types of radioactive decay: Orbital electron capture, nuclear isomerism, internal conversion, detection and determination of activity by cloud chamber, nuclear emulsion, bubble chamber, G.M., scintillation and Cherenkov counters; accelerators-linear and cyclotron.

Nuclear reaction: Types, reaction cross section, Q-value, threshold energy, compound nucleus theory: high nuclear reactions, nuclear fission and fusion reactions as energy sources; photonuclear and thermonuclear reactions. Components of nuclear reactors – the fast breeder reactor – nuclear reactors in India.

UNIT-V APPLICATIONS OF NUCLEAR CHEMISTRY

Radioactive tracers: Preparations - principles of tracer technique - application of tracers in the study of reaction mechanism and in analytical chemistry - neutron activation analysis, isotope dilution analysis - radio chemical determination of age of geological specimen. Tracers as applied to industry and agriculture - radioactive tracer in the diagnosis and treatment in the field of medicine.

Text Books:

1. S. Glasstone, Source Book on Atomic Energy, East West Press.
2. Cotton, F.A. and Wilkinson, L - Advanced Inorganic Chemistry 3rd and 4th Edition, John-Wiley.
3. C.R. Choppin and J. Ryd Berg: Nuclear Chemistry - Theory and Applications, Pergamon Press.
4. B.G. Harvey, Introduction to Nuclear Physics and Chemistry Prentice Hall, 1962.
5. S.F.A. Kettle - Coordination Compounds

Reference Books:

1. C. Kellter: Radiochemistry, Ellis Hardwood Ltd., John Wiley and Sons.
2. G.R. Chopin, Experimental Nuclear Chemistry, Prentice Hall, 1962.
3. G. Friedlander, J.W. Kennedy, and J.M. Miller, Nuclear and Radio Chemistry, John Wiley.

Mapping of CO with PSO

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

CORE PAPER-VIII PHYSICAL CHEMISTRY–II (90Hours)

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	Core Paper VIII - Physical Chemistry – II	MK22C	90	4

COURSE OBJECTIVES:

- ✓ To confer the knowledge of kinetics of various types of complex reactions and various methods of studying fast reactions.
- ✓ To make the students understand the concepts of enzyme catalysis and heterogeneous catalysis including Langmuir and BET isotherms.
- ✓ To impart the understanding of Schrodinger wave function and its applications to a particle in one dimensional box, harmonic oscillator and rigid rotor.
- ✓ To provide students with basic principles and applications of various spectroscopic techniques in the structural determination of molecules.

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To learn about enzyme catalysis – kinetics – mechanisms- effects, Inhibitions – Types, Unimolecular and bimolecular reactions, kinetics of heterogeneous catalysis,
CO 2	To know about kinetics of complex reactions, chain reactions and study of fast reactions.
CO 3	To understand the postulates of quantum chemistry – Schrodinger equations – Particle in one- and three-dimensional systems and applications.
CO 4	To know the harmonic oscillator, one hydrogen atom, spin-orbit coupling, term symbols.
CO 5	To recognize the significance of quantum chemistry and spectroscopic techniques and their applications.

UNIT-I CHEMICAL KINETICS – III

Catalysis by enzymes-rate of enzyme catalyzed reactions, Michaelis- Menten equation effect of substrate concentration, pH and temperature - inhibitions of enzyme catalyzed reactions – three types with mechanism. Heterogeneous catalysis, Langmuir and BET adsorption isotherms- Kinetics of heterogeneous catalysis, unimolecular and bimolecular reactions .Langmuir-Rideal and Langmuir- Hinshelwood mechanisms. Adsorption coefficient and its significance. Kinetics and mechanism of surface reactions-catalysis by metals, hydrogenations and semiconductor oxides.

UNIT-II CHEMICAL KINETICS – IV

Kinetics of complex reactions – reversible, consecutive and parallel reactions. Chain reactions: general treatment. Rice-Herzfeld mechanism – Decomposition of acetaldehyde and hydrobrominations. Comparison of HCl and HBr formation and explosion limits. Study of fast reactions – relaxation methods – temperature and pressure jump – stopped flow and flash photolysis methods.

UNIT-III QUANTUM CHEMISTRY – II

Quantum mechanical postulates- Eigen value and function - the Schrodinger wave equation-elementary applications of Schrodinger's equation-the particle in a box (one, two and three dimensional cases) – particle in a ring – applications of particle in one dimensional box to various systems.

UNIT-IV QUANTUM CHEMISTRY – III

The harmonic oscillator – the rigid rotor – the hydrogen atom –the Schrodinger equation for hydrogen atom – angular momentum (orbital and spin) – term symbols – their physical significance - tunnelling.

UNIT-V SPECTROSCOPY – I

Electromagnetic radiation: Quantization of energy - rotational, vibrational and electronic energy levels and transitions in molecules- regions and representation of spectra. Resolution and intensity of spectral transition: signal to noise ratio- width of spectral lines – collision broadening – Doppler broadening – Heisenberg uncertainty principle– intensity of spectral lines – selection rules and transition probability – transition moment integral-Einstein absorption coefficient.

Electronic spectra of polyatomic molecules, Franck-Condon principle- selection rules – types of transition in saturated and unsaturated hydrocarbons, effect of conjugation and solvent effects.

Text Books:-

1. J.Rajaramand J.C.Kuriakose,1993,Kinetics and mechanism of chemical transformations, Macmillan India Ltd.
2. K.J.Laidler,1987,Chemical Kinetics, HarperandRow, New York.
3. D.A.McQuarrie,1983,QuantumChemistry, University Science Books, MilValle y, California.
4. I.N.Levine,1983,QuantumChemistry,AllynandBacon,Boston.
5. R.Anantharaman,2001,Fundamentals of quantum chemistry,MacmillanIndia Limited.
6. R.K.Prasad,1992,QuantumChemistry,WileyEastern,NewDelhi.

Suggested Reference Books:-

1. R.G.Frost and Pearson, 1961, Kinetics and Mechanism, Wiley, New York.
2. W.J. Moore and R.G. Pearson, 1981, Kinetics and Mechanism.
3. R.K. Prasad, 1992, Quantum Chemistry, Wiley Eastern, New Delhi.
4. J. Goodman, 1997, Contemporary Quantum Chemistry, An Introduction, Plenum Press, New York.
5. R. Mcweeny, 1979, Coulon's Valence, ELBS, Oxford University Press.
6. F.J. Bockhoff, 1976, Elements of Quantum theory, Addison Wesley, Reading Mass.
7. P.W. Atkins, 1990, Physical Chemistry, Oxford University Press.
8. H. Eyring, J. Walter and G. Gimball, 1944, Quantum Chemistry, John Wiley and Sons, New York.
9. L.S. Pauling and F.B. Wilson, 1935, Introduction to Quantum mechanics, McGraw Hill Book Company, New York.
10. P.W. Atkins, 1983, Molecular Quantum Mechanics, Oxford University Press, Oxford. d.

Mapping of CO with PSO

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

POLYMER CHEMISTRY (60 hrs)

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	Extra Disciplinary Paper I - Polymer Chemistry	MK32D	60	4

COURSE OBJECTIVES:

- ✓ To impart basic knowledge of Polymer Chemistry
- ✓ To provide a comprehensive understanding of the basic principles of synthetic fibers and rubbers.

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To know about basics of polymerization
CO 2	To learn about properties polymers
CO 3	To understand the basic concepts resins and plastics
CO 4	To know about synthetic fibres and rubbers
CO 5	To learn about degradation of polymers

Unit-I: Methods of polymerization:-

- 1.1 Basic concepts of polymer chemistry: Repeating unit, degree of polymerization, classification, stereochemistry of polymers and nomenclature of stereo regular polymers.
- 1.2 Chain, free radical, ionic and ring opening polymerizations. Ziegler-Natta catalyst involvement in step polymerization ring opening polymerization.
- 1.3 Copolymerization: Block and graft copolymers—preparation.

Unit-II: Properties of polymers:-

- 2.1 Polymerization techniques: Bulk, solution, suspension and emulsion polymerization. Melt, solution and interfacial polycondensation. Solid and gas phase polymerization.
- 2.2 Molecular weight and size: Number and weight average molecular weights. Polydispersity and molecular weight distribution in polymers, the practical significance of polymer molecular weights and size of polymers. (Molecular weight determination is not required)
- 2.3 Glass transition temperature: Concept, associated properties and determination. Glassy solids and glass transition. Factors influencing it.
- 2.4 Crystallinity in polymers: Polymer crystallisation, structural and other factors affecting

crystallisability and effect of crystallinity on the properties of polymers.

Unit-III: Resins and plastics:-

- 3.1 Processing: Calendering, die casting, rotational casting. Compression, injection, blow and extrusion moulding. thermoforming, foaming and reinforcing techniques.
- 3.2 Synthetic resins and plastics: Manufacturing and applications of polyethylene, PVC, teflon, polystyrene, polymethylmethacrylate, polyurethane, phenol formaldehyderesins, urea – formaldehyde and melamine – formaldehyde resins and epoxy polymers.

Unit-IV: Synthetic fibers and rubbers:-

- 4.1 Synthetic fibers: Rayon, nylons, polyesters, acrylics, modacrylics and spinning techniques.
- 4.2 Synthetic rubber: SBR, butyl rubber, nitrile rubber, neoprene, silicone rubber and polysulphides.
- 4.3 Conducting polymers and applications.

Unit-V: Degradation of polymers:-

- 5.1 Polymer degradation: Types - thermal, mechanical, photo, hydrolytic and oxidative degradations.
- 5.2 Additives for polymers: Fillers, plasticisers, thermal stabilizers, photostabilizers, antioxidants and colourants.
- 5.3 Biodegradable polymers and their applications.

Recommended books

- ✓ Introduction to Polymer Chemistry By Charles E. Carraher Jr.
- ✓ polymer science by V.R.Gowariker.

Mapping of CO with PSO

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CO 4	3	2	3	2	3
CO 5	2	2	2	2	2

Elective Paper I - ANALYTICAL CHEMISTRY-PRACTICALS (90 Hours)

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
II	Elective Paper I - Analytical Chemistry Practicals	MK241	90	4

Objectives:-

To carry out colorimetric analysis to estimate Fe, Ni, Mg and Cu and to get knowledge regarding chromatographic techniques. To learn the interpretation of spectra of standard organic and inorganic compounds.

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To skillfully handle spectrophotometer and chromatographic tools.
CO 2	To quantify metals by colorimetric technique.
CO 3	To separate metal ions in a mixture using different chromatographic techniques.
CO 4	To learn the extraction of organic compounds from natural sources.

I. Colorimetric analysis

Spectrophotometric method: Estimation of iron, nickel, manganese and copper.

II. Chromatographic separations

- 1 Separation of a mixture of two metal ions by paper chromatography.
- 2 Separation of zinc and magnesium on an anion exchanger
- 3 Separation of green leaf pigments by thin layer chromatography
- 4 Separation of o and p-nitro phenols by column chromatography

III. To learn the basic principles - Extraction of organic compounds from natural source.

1. Caffeine from tea leaves
2. Lactose from milk
3. Citric acid from lemon
4. Piperine from black pepper
5. Lycopene from tomatoes

Text Books:-

1. Raj K. Bansal, Laboratory Manual of Organic Chemistry, Wiley Eastern Limited.
2. Mann and Saunders, Laboratory Chemistry manual of Organic compounds.
3. Douglas A. Skoog, Principles of Instrumental Analysis, 3rd Edition.

Mapping of CO with PSO

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

Elective Paper - II – PHYSICAL CHEMISTRY PRACTICAL-I

(90 Hours)

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	Elective Paper I – Physical Chemistry Practicals	MK422	90	4

Course Objectives:

- ✓ To impart the basic concepts in physical chemistry.
- ✓ To make the candidate to understand the equations in physical chemistry by carrying out suitable related experiments.

COURSE OUTCOMES:

Course Outcome	OBJECTIVES
CO 1	To evaluate order and rate constant of the reaction.
CO 2	To calculate the association factor of the molecules.
CO 3	To construct the phase diagram of a binary system
CO 4	To obtain equilibrium constant of an equilibrium reaction.
CO 5	To compare the strength of acids by calculating the rate of reaction.

List of Experiments for Physical Chemistry Practical.

1. Determination of order of reaction between potassium persulphate and potassium iodide.
2. Determination of energy of activation and thermodynamic parameters enthalpy of activation, entropy of activation and free energy of activation for the reaction between potassium persulphate and potassium iodide.
3. Study of primary salt effect on the kinetics of oxidation of iodide by persulphate.
4. Comparison of acid strengths by acid catalyzed hydrolysis of methyl acetate.
5. Study the kinetics of the decomposition of sodium thiosulphate by a mineral acid.
6. Determination of a) Equilibrium constant for the reaction between iodine and potassium iodide and b) Concentration of given potassium iodide solution by distribution method.
7. Determination of molecular weight and association factor of benzoic acid in

benzene by distribution method.

8. Construction of a phase diagram for a simple binary system and determination of composition of the given mixture (Naphthalene-biphenyl, naphthalene- p-dichlorobenzene and naphthalene- diphenylamine).
9. Construction of the phase diagram of three component system of partially immiscible liquid system.
10. Verification of Freundlich adsorption isotherm for the adsorption of acetic acid/ oxalic acid on activated charcoal and determination of concentration given acetic acid solution.
11. Determination of heat of solution of oxalic acid from its solubility at different temperatures.
12. Determination of partial molar volume of a solute and a solvent in a binary mixture.
- 7*. Determination of association factor of benzoic acid in benzene
- 9*. Phase diagram of three component system.
- 11*. Heat of solution of oxalic acid by solubility.
- 12*. Determination of partial molar volume.

***Note: Not to be given for the examination.**

Prescribed Text Book:

1. Khosla, B. D.; Garg, V. C. & Gulati, A. Senior Practical Physical Chemistry, R.Chand & Co.: New Delhi (2011).
2. Garland, C. W.; Nibler, J. W. & Shoemaker, D. P. Experiments in Physical Chemistry 8th Ed.; McGraw-Hill: New York (2003)
3. Halpern, A. B. & McBane, G. C. Experimental Physical Chemistry 3rd Ed.; W.H. Freeman & Co.: New York (2003).

Reference / Recommended Books for Study:

1. Venkateswaran V, Veeraswamy R, Kulandaivelu A.R., Basic Principles of Practical Chemistry, 2ndEd., New Delhi, Sulthan Chand & sons, 1997.
2. Daniels et al., Experimental Physical Chemistry, 7th Ed., New York, McGraw Hill, 1970.
3. Findlay A, Practical Physical Chemistry, 7th Ed., London, Longman, 1959.
4. Department Material, The New College (Autonomous), Chennai-600014.

Web Resources:

1.
<http://www.youtube.com/channel/UCowYWEkj5XrbmIsD1QXhDQ>
- 2.<http://cartwright.chem.ox.ac.uk/tlab/experiments.html>
- 3.<http://www.phywe.com/en/chemistry/university/physical-chemistry/>

Mapping of CO with PSO

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CO 4	2	2	3	2	2
CO 5	3	3	2	3	3

THIRD SEMESTER (Syllabus w.e.f 2015 – 2016)

CORE PAPER - IX – ORGANIC CHEMISTRY – III

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
III	CORE PAPER - IX – ORGANIC CHEMISTRY – III	MER3A	90	4

COURSE OBJECTIVES: -

To explain the instrumental methods and their application in the determination of structure of organic molecules and the basic concepts of aromaticity and photochemistry. A detailed account of orbital symmetry which forms the basis of many organic reactions is also included. The last part of the subject deals with heterocyclics, terpenoids and steroids.

COURSE OUTCOME:

1. To know the principles and applications of UV and IR spectroscopy –
Mass spectrometry – optical rotatory in organic molecular structuredetermination.
2. To understand the principles and structural elucidation using NMRspectroscopy.
3. To know about the aromaticity of heterocyclic compounds – Photochemical reactions –
Photochemistry of ketones, oxygenation, reduction and cycloaddition.
4. To learn about pericyclic reactions, orbital symmetry - related name reactions and rearrangements.
5. To understand about the reduction, oxidation and hydroxylation reactions.

UNIT I: PHYSICAL METHODS OF STRUCTURE DETERMINATION

Principles and applications of ultraviolet and infrared spectroscopy in organic molecular structure determination. Mass spectrometry and its applications. Optical rotatory dispersion and its applications. Cotton effect, Octant rule and axial haloketone rule. Problem solving approach. (For molecules with a maximum number of C₁₀) Woodward Fieser Rule (only applications).

UNIT II: NMR SPECTROSCOPY

Nuclear magnetic resonance spectroscopy. Proton chemical shift, spin-spin coupling, coupling constants and applications to organic structures-FT NMR ^{13}C NMR Spectroscopy (elementary treatment). Nuclear overhauser effect (applications only)

UNIT III: ORGANIC PHOTOCHEMISTRY AND AROMATICITY: -

Aromaticity of benzenoid, non-benzenoid and heterocyclic compounds, Huckel's rule-Aromatic systems with pielectrons - numbers other than six non-aromatic (cyclooctatetraene etc) and anti-aromatic systems (cyclobutadiene etc)- with more than 10 pi electrons – Annulenes up to C_{18} (synthesis not expected).

Photo chemistry of ketones, photo oxygenation, photo reduction, photocycloaddition, Paterno - Buchi reaction, Di -pi- methane rearrangement. cis- trans isomerisation, Barton reaction, photo- Fries reaction, photochemistry of cyclohexadienones synthesis of Vit - D.

UNIT IV: ORBITAL SYMMETRY AND CORRELATION: -

Pericyclic reactions-classification, electrocyclic, cycloaddition reactions. Woodward Hoffman rules, FMO-Analysis of electrocyclic, cycloaddition and sigmatropic reactions-correlation diagram for cycloaddition reaction ($\epsilon^{2s} + \epsilon^{2s}$) and ($\epsilon^{4s} + \epsilon^{2s}$) – butadiene – cyclobutene system and Inter conversion of hexatriene to cyclohexadiene. Structure of bulvalene, a fluxional molecule- MO treatment on Cope, Claisen rearrangements, Diels-Alder and Ene reaction.

UNIT V: HETEROCYCLIC COMPOUNDS, TERPENOIDS AND STEROIDS: -

Flavones, isoflavones, anthocyanins (Synthesis of parent and simple alkyl or aryl substituted derivatives are expected). Synthesis of carotenoids, lycopenes and Vitamin A1 (Reformatsky and Wittig reaction methods only).

Structural elucidation of cholesterol (by chemical degradation). Conversion of cholesterol to progesterone, estrone and testosterone.

TEXT BOOKS: -

1. R.M. Silverstein, G.C. Bassler and Morrill, 1991, Spectrometric identification of Organic Compounds, 5th Edition, John Wiley and Sons, New York..
2. I.L. Finar, 1986, Organic Chemistry – Vol.II, 5th edition, ELBS Publication.
3. P.S. Kalsi, 2002, Spectroscopy of Organic Compounds, Wiley Eastern Ltd, Chennai.
4. H. Depuy and Orville, Molecular reaction and Photochemistry Charles, L.Chapman, Prentice Hall of India Pvt. Ltd., New Delhi
5. L.A. Pacquette, 1978, Principles of Modern Heterocyclic Chemistry, Benjamin Cummings Publishing Co., London.
6. J. March, 1992, Advanced Organic Chemistry, 4th Edition, Singapore

7. F.A. Carey and R.J. Sundberg, 1990, Advanced Organic Chemistry, 4th Edition, Plenum Press, New York.
8. Neil S. Issacs, 1987, Physical Organic Chemistry, ELBS Publication.
9. P.S. Kalsi, 1999, Textbook of Organic Chemistry, Mcmillan India Ltd.

WEBSITES:-

1. <http://info.dome.sdsu.edu/research/guides/science/orgchemistryblr.html>
2. <http://www.liv.ac.uk/chemistry/links/reactions.html>
3. <http://orgchem.chem.uconn.edu/namereact/named.html>
4. www.gcocities.com/chempensoftwar4ee/reactions.html

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	S	M	S	S
CO3	M	S	S	S	M
CO4	S	M	M	M	S
CO5	M	S	S	S	M

KEY: S – Strong, M – Medium, L – Low

CORE PAPER – X – INORGANIC CHEMISTRY – III

SEMESTER III	Subject Title	Subject Code	Total Hours	Credit
	Core Paper – X – Inorganic Chemistry – III	MER3B	90	4

COURSE OBJECTIVES: -

To understand the applications of different spectroscopic methods in the study of Inorganic compounds.

COURSE OUTCOME:

1. To understand the IR and Raman spectra application in coordination complexes.
2. To understand Jahn-Teller Distortion Nephelauxetic effect and Charge Transfer Spectra.
3. To know various spectroscopic techniques such as electronic UV, IR, RAMAN, NMR, NQR, MOSSBAUERESR, ESR, Photoelectron, XRF, XRD, Electron microscopy and determination of structures using these techniques.
4. The knowledge of spectral techniques was useful in understanding and interpretation of spectra for problem solving in practical papers and characterization during project work.
5. To understand the X-Ray Diffraction and Microscopy Application.

UNIT I: IR AND RAMAN SPECTRA APPLICATION:

Effect of coordination on ligand bands- Ammine, Nitro, nitrito, thiocyanato.

Urea complexes, dithiocarbamate complexes, carboxylate complexes, nitrosyl complexes, cyano complexes- nitrate, sulphate and perchlorate complexes- differentiation of geometric isomers. Metal carbonyls, olefin complexes, sandwich complexes.

Raman spectroscopy of metal complexes, organometallic and simple inorganic compounds with special reference to coordination sites, isomerism.

UNIT II: ELECTRONIC SPECTRA APPLICATION:

Classification of Transitions – Selection Rules – Free ion terms – Racah Parameter – Ligand field perturbations on the free ion terms – Spectra of Octahedral complexes: d^n configurations- Weak field and strong field ligands – Orgel and Tanabe-Sugano Diagrams – Evaluation of $10D_q$ – Spectra of distorted octahedral complexes – Jahn-Teller Distortion – Tetrahedral Complexes - Nephelauxetic effect – Charge Transfer Spectra.

UNIT III: NMR, NQR AND MOSSBAUER: -

NMR, NQR, Mossbauer spectra: NMR spectra of ^{31}P , ^{19}F , NMR shift reagents, NQR-Nitrosyl compounds. Mossbauer of Fe and Sn systems.

UNIT IV: APPLICATION OF ESR AND PHOTO ELECTRON SPECTROSCOPY TO COORDINATION COMPLEXES:

ESR introduction-Zeeman equation, g value, nuclear hyperfine splitting, Interpretation of ESR spectrum of simple carbon centered free radicals. Anisotropy in g value and hyperfine splitting constant. McConnell's equation, Kramer's theorem, esr of transition metal complex of copper, manganese and vanadyl complexes.

Photoelectron spectroscopy – UPS and XPS-Photoelectron spectra – Koopman's theorem, -Fine structure in PES, Chemical shift and Correlation with electronic charges.

UNIT V: X-RAY DIFFRACTION AND MICROSCOPY APPLICATION:

Basic Principles of diffraction – Bravais Lattices- Use of X-ray powder diffraction data in identifying inorganic crystalline solids. Single crystal diffraction in crystal structure analysis. Optical Microscopy, Electron Microscopy – SEM and TEM. X-ray Fluorescence Spectroscopy – structure determination.

TEXT BOOKS:-

1. L.Smart, E.Moore – Solid State Chemistry – An Introduction-2nd Edition
2. A.R.West – Basic Solid state Chemistry 1961 – John Wiley
3. A.R.West – Solid state Chemistry and its applications 2007 – John Wiley
4. W.E Addison, 1961, Structural principles in Inorganic Chemistry, Longman
5. Structural principles in inorganic Chemistry –Adams
6. Physical methods in inorganic Chemistry – Russel Drago
7. Physical methods in inorganic Chemistry – E.A.V Ebsworth, Rankin and
8. Caddock. 1987.
9. Vibrational Spectroscopy Theory and Applications – New Age,
10. D.N.Sathyanarayana, 2011.
11. Magnetic Resonance Spectroscopy-ESR, NMR, NQR-IK International
 - a. D.N. Sathyanarayana, 2014.

REFERENCES:-

1. R.B.Heslop and K.Jones, inorganic Chemistry, Elsevier ScintificPubl .1976.
2. H.A.O Hill and P.Day, physical methods in dvanced Inorganic Chemistry, John wiley 1968.
3. C.N.R Rao, J.R.Ferraro, Spectrosopy in inorganic chemistry, Vol.I and Vol II, Academic press, 1970.
4. G.Arulldhas, molecular structures and spectroscopy-Prentice hall.
5. M.F.Lappert –Physical inorganic Chemistry-inorganic Electron Spectrosopy 1968.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	M	M	M	M	M

KEY: S – Strong, M – Medium, L – Low

CORE PAPER - XI - PHYSICAL CHEMISTRY – III

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
III	Core Paper - XI - Physical Chemistry – III	MER3C	90	4

COURSE OBJECTIVES: -

To understand and appreciate the significance and applications of classical thermodynamics, electrochemistry in solutions and to learn the principle and applications of optical and resonance spectroscopy.

COURSE OUTCOME:

1. To understand the concept of partial molar properties, fugacity and its variation with temperature and pressure and concept of activity and activity coefficients.
2. To study the Rotational and Vibrational spectroscopy was discussed
3. To understand the Principle, Theory and Instrumentation of NMR, ESR and MASS spectra were studied in detail
4. To know the Mean Ionic activity, activity co-efficient and theory of strong electrolytes. The redox reaction of cell, electrode potential and electrochemical cells were taught in detail.
5. To understand the approximation methods used to solve the Schrodinger equation for multielectron systems.

UNIT I: THERMODYNAMICS - I: -

Partial molar properties - Partial molar free energy (Chemical potential) - Partial molar volume and partial molar heat content - their significance and determination of these quantities. Variation of chemical potential with temperature and pressure.

Thermodynamics of real gases - gas mixture - fugacity definition - determination of fugacity variation of fugacity with temperature and pressure -thermodynamics of ideal and non-ideal binary solutions-dilute solutions-excess functions for non-'ideal solutions and their determination-the concepts of activity and activity coefficients-determination of standard free energies.

Choice of standard states - determination of activity and activity coefficients for non-electrolytes.

UNIT II: SPECTROSCOPY - II: -

Rotational spectroscopy of a rigid rotor – non-rigid rotor-diatomic and polyatomic molecules. Vibrational spectroscopy-harmonic oscillator-anharmonicity –Vibration – rotation spectra of diatomic vibrating molecules selection rules-P, Q and R branches.

Vibrational spectra of polyatomic molecules- fundamental vibrations – normal modes of vibration- overtones, combination and difference bands- Fermi resonance. Raman spectra: Classical theory of Raman effect and molecular polarizability – pure rotational Raman spectra – Vibrational Raman spectra – Rotational fine structure – Rule of mutual exclusion – Polarization of light and Raman effect.

UNIT III: SPECTROSCOPY - III: -

Resonance spectroscopy-Zeeman effect-equation of motion of spin in magnetic fields-chemical shift-spin-spin coupling-NMR of simple AX and AMX type molecules- H^1 , ^{13}C , ^{19}F , ^{31}P NMR spectra - a brief qualitative discussion of Fourier transform spectroscopy. ESR: principle, spin-orbit coupling. Hyperfine interaction. McConnell reactions.

Mass spectra: Theory and instrumentation, McLafferty rearrangement fragmentation pattern for simple aliphatic and aromatic alkanes, alcohols, aldehydes and ketones - Mossbauer spectroscopy- Doppler effects, isomer shift, electron-neutron hyperfine interactions. Quadrupole interactions and Magnetic interactions.

UNIT IV: ELECTROCHEMISTRY OF SOLUTION: -

Mean ionic activity and activity coefficient: concept of ionic strength, Debye-Huckel theory of strong electrolytes-activity coefficient of strong electrolytes-determination -Debye Huckel limiting law at appreciable concentration of electrolytes - Debye Huckel Bronsted equation-qualitative and quantitative verification.

Redox reaction: cell potential, Galvanic cell, Electrolytic cell, Nernst equation for cell potential of electrolyte. Electrode equilibrium-thermodynamic electrodes and electrode potential, electrochemical cells and electromotive force.

UNIT V: QUANTUM CHEMISTRY – IV: -

Approximation methods –perturbation and variation method –application to hydrogen, helium atoms –R.S. coupling and term symbols for atoms in the ground state – Slater orbital and HF –SCF methods Born – Heimer approximation – valence bond theory for hydrogen molecule –

LACO –MO theory for di and polyatomic molecules –concept of hybridization – Huckel theory for conjugated molecules (ethylene, butadiene and benzene)- semi empirical methods.

TEXT BOOKS: -

1. S. Glasstone, 1960, Thermodynamics for chemists, Affiliated East West Press, New Delhi.
2. J. Rajaram and J.C. Kuriacose, 1986, Thermodynamics for students of chemistry, Lal Nagin Chand, New Delhi.
3. A. Carington and A.D Mc Lachlan, 1967, Introduction to Magnetic Resonance Harper and Row, New York.
4. G. Aruldas, 2002, Molecular structure and spectroscopy, Prentice Hall.
5. C.N. Banwell, 2003, Fundamentals of Molecular, Spectroscopy Tata McGraw Hill.
6. D.N. Sathyanarayana vibrational spectroscopy
7. D.N. Sathyanarayana electronic spectroscopy
8. J.O.M. Bokris and A.K.N. Reddy, 1977, Electrochemistry, Vols 1 and 2 Plenum, New York.
9. J. Robbins -1993, Ions in Solution-An Introduction in electrochemistry, Clarendon press, Oxford
10. R.K.Prasad, 1992, Quantum Chemistry, Wiley Eastern, New Delhi.
11. D.A. Mcquarrie, 1983, Quantum Chemistry, University Science Books, Mill Valley, California.

SUGGESTED REFERENCE BOOKS:-

1. R.L. De Koch and H.B. Gray, Chemical Structure and Bonding, Benjamin/Cumming, Menlo Park, California.
2. J.N. Murrell, S.F.A. Kettle and J.M. Tedder, 1985, The Chemical Bond, Wiley.
3. P.W. Atkins, 1983, Molecular Quantum Mechanics, Oxford University Press, Oxford.
4. P.H. Rieger, 1994, Electrochemistry, Chapman and Hall, New York.
5. W. Kemp, 1986, NMR in Chemistry McMillan Ltd.
6. G.W. King, 1964, Spectroscopy and Molecular Structure, Holt Rineheart and Winston.
7. K.D. McLauchlan, 1970, Magnetic Resonance, Oxford chemistry Series, Oxford.
8. B.P. Staughan and S. Walker, 1976, Spectroscopy Vol. 1, 11 and 111, Chapman and Hall.
9. B.W. Cook and K. Jones, 1972, A. Programmed Introduction to Infra red spectroscopy, Heydon and Son Ltd.
10. F.A. Rushworth and D.P Tunstal, 1973, Nuclear Magnetic Resonance Gordon

- and Breach Science Publishing, New York.
11. J.K. Sanders and B.K. Hunter, 1987, Modern NMR Spectroscopy, A Guide for Chemists, Oxford University Press, Oxford.
 12. J.K.M. Sanders, E.C. Constable and B.K. Hunter, 1989, NMR Spectroscopy - A World Book of chemical problems, Oxford.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	M	S	M	S
CO3	M	S	M	S	M
CO4	S	M	S	M	S
CO5	M	M	M	M	M

KEY: S – Strong, M – Medium, L – Low

FOURTH SEMESTER

BIOORGANIC CHEMISTRY

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	BIOORGANIC CHEMISTRY	MERBF	60	3

COURSE OBJECTIVES: -

This course aims to explain the basic concepts in chemistry and metabolism of carbohydrates, amino acids, proteins and lipids. In addition the student can gain the understanding of various types of nucleic acids and classification of vitamins and enzyme.

COURSE OUTCOME:

1. To understand the chemistry and metabolism of carbohydrates.
2. To learn the classification of amino acids and proteins end group analysis, transamination, deamination and urea cycle.
3. To understand the basic concept, properties and classification of Lipids - Functions and biological importance of cholesterol and lipids.
4. To know about purine, pyrimidine bases, nucleosides, nucleotides and polynucleotides were developed.
5. To understand the occurrence, structure, deficiency diseases and biochemical rule of water soluble and fat-soluble vitamins.

UNIT I: CHEMISTRY AND METABOLISM OF CARBOHYDRATES: -

Definition, classification and biological role of carbohydrates.

Monosaccharides linear and ring structures (Haworth formula) of ribose, glucose, fructose and mannose (structural determination not required) physical and chemical properties of glucose and fructose.

Disaccharides: Ring structures (Haworth formula) - occurrence, physical and chemical properties of maltose, lactose and sucrose.

Polysaccharides: Starch, glycogen and cellulose - structure and properties. Glycolysis of carbohydrates.

UNIT II: CHEMISTRY AND METABOLISM OF AMINO ACIDS AND PROTEINS: -

Amino acids: Various classifications, essential amino acids, physical properties (amphoteric nature and isoelectric point) and reactions.

Proteins: Classifications (based on shape, composition and solubility), physical properties.

Primary structure - End group analysis (N- terminal analysis- Edman's method, dansyl chloride method; C - terminal analysis- hydrazinolysis and bio - chemical methods) Biological functions of proteins, Deamination, transamination reactions, Urea cycle.

UNIT III: CHEMISTRY AND METABOLISM OF LIPIDS: -

Definition, classification- simple lipids (fatty acids), compound lipids and derived lipids. Properties: saponification number and acetyl number.

Cholesterol (structure elucidation not needed), biological importance and chemical properties. Bile acids- functions. Biological functions of lipids.

UNIT IV: NUCLEIC ACIDS: -

Purine and pyrimidine bases, nucleosides, nucleotides, polynucleotides, various types of DNA and RNA structures. Biological functions of DNA and RNA. Genetic code.

UNIT V: VITAMINS: -

Vitamins: Definition, classification- water-soluble vitamins (B₁, B₂, B₃, B₆, B₁₂ and vitamin-C) and fat-soluble vitamins (A, D, E and K) - occurrence, structure, deficiency diseases, biochemical roles and daily requirements.

SUGGESTED REFERENCE BOOKS: -

1. Biochemistry C.B. Powar and G.R. Chatwal.
2. Elements of Biochemistry Ragunatha Rao
3. Essential Biochemistry U. Sathyanarayanan
4. Essential Biochemistry J.L. JAIN

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	S	S	S	S
CO5	M	M	M	M	M

KEY: S – Strong, M – Medium, L – Low

ELECTIVE PAPER III - ORGANIC CHEMISTRY PRACTICAL II

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	Elective Paper III - Organic Chemistry Practical II	MER31	90	3

COURSE OUTCOME:

1. Double stage preparations were conducted in the practical sessions.
2. Organic estimations were done by the students with efficient knowledge.
they have given enough training to produce results of accuracy.
3. Solved problems in interpretation of organic compounds using spectral data.

I. INTERPRETATION OF ORGANIC COMPOUNDS. (UV, IR, PMR AND MASS SPECTRA)

1. 1, 3, 5-trimethylbenzene
2. pinacolone
3. propyl amine
4. p-methoxybenzyl alcohol
5. benzyl bromide
6. phenyl acetone
7. 2-methoxyethyl acetate
8. acetone
9. isopropyl alcohol
10. acetaldehyde diacetate
11. 2-N, N-dimethylamino ethanol
12. pyridine
13. 4-picoline
14. 1, 3 dibromo-1, 1-dichloropropene
15. cinnamaldehyde.

II. PREPARATION OF THE FOLLOWING (ANY SIX):-

1. Sym-Tribromobenzene from aniline.
2. p-nitro aniline from acetanilide
3. m-Nitrobenzoic acid from methyl benzoate.
4. 2, 4-Dinitrobenzoic acid from p-nitro toluene.
5. m-Nitro benzoic acid from benzaldehyde
6. p-bromoaniline from acetanilide
7. Anthraquinone from phthalic anhydride.
8. Phthalide from phthalic anhydride
9. 2-phenyl indole from phenylhydrazine
10. 2-4, Dinitrophenyl hydrazine from p-nitrochlorobenzene.

III. QUANTITATIVE ESTIMATION OF ORGANIC COMPOUNDS

1. Estimation of aniline
2. Estimation of phenol
3. Estimation of glucose (Bertrands Methods)
4. Saponification of fat or an oil.
5. Iodine value of an oil.
6. Estimation of Ketone.
7. Estimation of amino group.
8. Estimation of amide group
9. Estimation of sulphur in an organic compound.

RECOMMENDED BOOKS:-

1. Arthur I. Vogel, A Text Book of Practical Organic Chemistry.
2. Raj K. Bansal, Laboratory Manual of Organic Chemistry, Wiley Eastern Limited.
3. Mann and Saunders, Laboratory manual of Organic Chemistry

ELECTIVE PAPER IV - INORGANIC CHEMISTRY PRACTICAL II

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	Elective Paper IV - Inorganic Chemistry Practical II	MER32	90	3

COURSE OUTCOME: -

- 1.Preparation of complexes were done by the students during practical sessions
2. Students were trained in volumetric and gravimetric estimation of metal ions with minimal error.

UNIT I: PREPARATION OF THE FOLLOWING: -

1. Sodium bis(thiosulphato)cuprate (I)
2. Sodium hexanitrocobaltate (III)
3. Chloropentammine cobalt (III) chloride
4. Bis (acetylacetonato) copper (II)
5. Hexaminenickel (II) chloride
6. Bis (thiocynato) pyridine manganese, (II)

UNIT II: QUANTITATIVE ANALYSIS: MIXTURE OF METAL IONS (GRAVIMETRICALLY AND VOLUMETRICALLY)

- 2.1 magnesium and Iron in the mixture of Iron and magnesium
- 2.2 Nickel and copper in the mixture of copper and nickel
- 2.3 Zinc and copper in the mixture of copper and zinc.
- 2.4 Nickel and Iron in the mixture of iron and Nickel.

UNIT III: ANALYSIS OF ORES AND ALLOYS:-

- 3.1 Determination of percentage of calcium and magnesium in dolomite.
- 3.2 Determination of percentage of MnO_2 in pyrolusite.

3.3 Determination of copper and zinc in brass.

TEXT BOOKS:-

1. Vogel, Text book of Inorganic quantitative analysis.
2. Douglas A. Skoog, Principles of Instrumental Analysis, 3rd Edition.

CORE PAPER - XII – ORGANIC CHEMISTRY – IV

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	CORE PAPER - XII – ORGANIC CHEMISTRY – IV	MER4B	90	4

COURSE OBJECTIVES: -

This paper introduces the basic methodologies for the synthesis of organic compounds. A brief introduction to biosynthesis of alkaloids and terpenoids is also included.

COURSE OUTCOME: -

1. To understand the synthesis of purine and pyrimidine bases, structure and biological functions of nucleic acids - Biosynthesis of cholesterol, phenanthrene alkaloids and bile acids.
2. To know the synthesis and structural elucidation morphine - Merrifield synthesis - Determination of structure proteins.
3. To understand the synthesis of cyclic and acyclic molecules, formation of C-C, C=C bonds, Reversal carbonyl polarity- Umpolung addition.
4. To understand the retrosynthetic analysis, protection and deprotection of functional groups.
5. To understand the Synthesis & applications novel reagents in organic synthesis.

UNIT I: BIO-ORGANIC CHEMISTRY

Synthesis of Pyrimidines and purines.

Structure and role of nucleic acids. DNA and RNA Genetic code.

Biosynthesis of cholesterol, phenanthrene alkaloids and bile acids.

UNIT II: ALKALOIDS AND PROTEINS

Structural elucidation and total synthesis of morphine.

Peptides and their synthesis (Synthesis of tripeptide using amino acids - Glycine, Alanine, Lysine, Cysteine, Glutamic acid, Arginine). Merrifield synthesis, Determination of primary, secondary and tertiary structure of proteins.

UNIT III: MODERN SYNTHETIC METHODOLOGY

Application of synthetic methodology for the synthesis of simple cyclic and acyclic target molecules -synthesis of cubane, 5 - hexenoic acid, bicyclo (4, 1, 0) heptane-2-one., trans 9-methyl-1- decalone, longifolene and onocerin. Concept of Synthones, synthetic equivalents and intermediates. Formation of C-C and C=C bonds. Reversal carbonyl polarity – Umpolung addition.

UNIT IV: RETROSYNTHETIC ANALYSIS, PROTECTION AND DEPROTECTION

Retro synthetic analysis and synthesis of simple organic molecules such as 1,2, 1,3, 1,4 and 1,5 dicarbonyl compounds both acyclic and cyclic. Formation of 3, 4, 5 and 6 membered cyclic compounds - Baldwin's rules. Use of standard reactions, like Grignard reactions, Robinson annulations. Protection and deprotection of functional groups (R-OH, RCHO, R-CO-R, R-NH₂ and R-COOH). Use of PTC (Phase-transfer catalyst) and Crown ethers in organic synthesis.

UNIT V: NOVEL REAGENTS IN ORGANIC SYNTHESIS: -

Synthesis and applications of Organolithium, Organomagnesium, Organozinc and Organo Copper and Gilman reagents. Modern synthetic methods: metal mediated C-C coupling reactions: Mechanism and synthetic applications of Heck, Stille, Suzuki, Negishi, Sonogashira, McMurray, Metathesis and Carbonylation reactions. Green reactions and reagents.

TEXT BOOKS: -

1. R.K. Mackie and D.M. Smith. 1998, Guide book to organic synthesis, ELBS Publication.
2. I. L. Finar, 1986, Organic Chemistry, 5th Edition, Vol .II, ELBS Publication.
3. L. Smith, Robert L. Hill .1. Robert Lehman, Robert J .letRowitz, Philp
4. Handler and abraham white principles of Biochemistry General aspects, 7th Edition, McGraw Hill Int.
5. L. Stryer, Biochemistry, W.H.Freeman and Co., New York.
6. Agarwal, Chemistry of Organic Natural Products, Goel Publishing House.
7. B.I. Smith, 1980, Organic synthesis, Chapman and Hall, NY.
8. Francis.A. Carey, Richard J. Sundbreg, 2001, Advanced Organic Chemistry, 4th Edition, Plenum Press, New York.
9. N.J. Turro, 1978 Modern Molecular Photochemistry, Benjamin, Cummings, California.

WEBSITES:-

1. <http://infodome.sdsu.,/research/guides!science!orgchemistryblr.html>
2. <http://www.liv.ac.uk/chemistry/links/reactions.html>
3. <http://orgchem.chem..uconn.edu/namereacVnamed.html>
4. www.gcocities.com/chempensoftwar4ee/reactions.html

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
C01	S	M	S	M	M
C02	S	M	S	M	M
C03	M	S	M	S	S
C04	S	S	S	S	M
C05	M	M	M	M	S

KEY: S – Strong, M – Medium, L – Low

INORGANIC CHEMISTRY – IV

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	CORE PAPER XIII – INORGANIC CHEMISTRY – IV	MER4B	90	4

COURSE OBJECTIVES: -

This paper exposes the student to the importance of metal ions in biology and the chemistry of organometallic compounds and their industrial applications.

COURSE OUTCOME:

1. To understand about metal storage, transport and essential metal ion pumps, metalloenzymes and vitamins.
2. To understand the transport proteins – structure and properties of Hemoglobin and Myoglobin – biological redox reactions – role of chlorophyll.
3. To know about the organometallic chemistry-carbon donors, metallocenes, different types of biological reactions.
4. To learn the industrial applications of organometallic chemistry and related name reactions.
5. To understand the principle of inorganic photochemistry – Photoredox, Photosubstitution, Photosensitization reactions.

UNIT I: BIO-INORGANIC CHEMISTRY - I

Metal storage, transport and biomineralisation: ferritin, transferrin. Metal ion pumps - sodium and potassium.

Essential and trace metal ions.

Metalloenzymes – Zinc Enzymes, carboxypeptidase and carbonic anhydrase, Vitamin B₁₂, catalase, peroxidase, superoxide dismutase and blue copper proteins.

UNIT II: BIO-INORGANIC CHEMISTRY – II

Transport Proteins – Oxygen carriers – Haemoglobin, myoglobin – Structure, oxygenation and stereochemistry – Bohr effect, Non-heme oxygen carriers – Hemerythrin and hemocyanin.

Biological redox systems – rubredoxin and ferredoxin.

Role of Chlorophylls in photosynthesis

Anti cancer agents, role of metal ion in diagnosis and treatment – use of radioisotopes.

UNIT III: ORGANOMETALLIC CHEMISTRY:-

3.1 Carbon donors: Alkyls and aryls, metalation, bonding in carbonyls and nitrosyls, chain and cyclic donors, olefin, acetylene, and allyl systems. Metallocenes: synthesis, structure and bonding.

3.2 Reactions: Association, substitution, addition, elimination, ligand protonation, electrophilic and nucleophilic attack on ligands, carbonylation, decarboxylation and oxidative addition.

UNIT IV: INDUSTRIAL APPLICATIONS OF ORGANO METALLIC COMPOUNDS: -

Catalysis – Hydrogenation of olefins (Wilkinson's catalyst), hydroformylation of olefins using cobalt or rhodium catalyst (Oxo process), oxidation of olefins to aldehydes and ketones (Wacker process): polymerisation (Ziegler-Natta catalyst); Cyclooligomerisation of acetylene using nickel catalyst (Reppe's catalyst), polymer bound catalysts. Ziegler-Natta catalysis (metallocene and Non-Metallocene type catalyst).

UNIT V: INORGANIC PHOTOCHEMISTRY: -

Principles of Inorganic Photochemistry – Photoredox reactions and photosubstitution reactions in coordination complexes with particular reference to Co(III), Cr(III) and Pt(II) complexes. Photosensitisation reactions of $[\text{Ru}(\text{bpy})_3]^{2+}$ complex and its applications in solar energy conversions and DSSC's (Dye Sensitized Solar Cells)

TEXT BOOKS: -

1. N.J. Turro, 1978, molecular photochemistry.
2. K.K. Rohatgi Mukherjee
3. Purcell, K.F. and Kotz, J.C., - Inorganic Chemistry
4. D.F. Shriver, Atkins. Inorganic Chemistry
5. J.E. Huheey, 1993, Inorganic Chemistry - Principles, Structure and Reactivity; IV Edition, Harper Collins, NY.
6. S. Manku, 1984, Inorganic Chemistry, TMG Co.,
7. Selected Topics in Inorganic Chemistry, U. Malik, G.D. Tuli, R.D. Madan, 1992.
8. Basolo and R.G. Pearson, 1967, Mechanism of Inorganic Reactions, Wiley, New York.
9. R. Sarkar, general and Inorganic chemistry, (Parts I and II), New Book Agency, Calcutta

References:-

10. S.F.A. Kettle, 1973, Coordination Chemistry, ELBS
11. G.Coates, M.L.green and K.Wade, Principles of Organometallic Chemistry, 1988.
12. R.B.Jordan, Reaction Mechanism of Inorganic and Organo Metallic systems – OUP 1991.
13. P.Powell, Principles of Organometallic chemistry, Chapman and hall 1998.
14. R.C.Mehothra, A.Singh, Organo Metallic Chemistry, Wiley Eastern Comp.2000.
15. V.Balzani&Carrasitti – Photochemistry of coordination compounds.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	S	S	S	S
CO3	M	M	M	M	M
CO4	S	M	S	M	S
CO5	M	S	M	S	M

KEY: S – Strong, M – Medium, L – Low

PHYSICAL CHEMISTRY – IV

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	Core Paper XIV – Physical Chemistry – IV	MER4C	90	4

COURSE OBJECTIVES: -

To learn the principles of photo physics and photochemistry and their applications in organic and inorganic chemistry, energy conversion, Principles and applications of statistical thermodynamics and electrode kinetics are also included in this paper.

COURSE OUTCOME:

1. To learn the principle and theory of photochemical reactions –radiative and non-radiative processes, phosphorescence, fluorescence – stern volmer equation.
2. To know about the techniques of photochemical reactions flash photolysis, radiolysis of biomolecules, photosensitization and chemiluminescence.
3. To understand the electrode-electrolyte interface and various models for electrical double layer, electrocapillary phenomena etc.,
4. To know the concepts and statistics of distribution of distinguishable and non-distinguishable particles, translational, rotational and vibrational partition functions for various types of ideal gases.
5. To learn the basis of heat capacities, non-equilibrium processes, irreversible processes and microscopic irreversibility.

UNIT I: FUNDAMENTALS OF PHOTOCHEMISTRY: -

Absorption and emission of radiation-Franck-Condon Principle- Decay of electronically excited states, Jablonski diagram: radiative and non-radiative processes-fluorescence and phosphorescence-spin forbidden radiative transition internal conversion and intersystem crossing- Einstein coefficient, energy transfer process-excimers and exciplexes-static and dynamic quenching-Stern Volmer analysis.

UNIT II: TECHNIQUES AND PHOTOCHEMICAL REACTIONS: -

Quantum yield and life time measurements, Flash photolysis, Principle and its application, Actinometry. Photo physical process and kinetics of photochemical reactions. Radiolysis of molecules of biological interest (Carbohydrates, Amino acids, Peptides and Nucleic acid). Photoredox reactions and photosubstitution reactions in coordination chemistry

Photoreduction and photocycloreduction in organic chemistry - photovoltaic and photogalvanic cells. photoelectrochemistry, Aspects of solar energy conversion. Photosensitization and chemiluminescence.

UNIT III: ELECTRODE KINETICS: -

Electrode-electrolyte interface - electrical double layer-electrocapillary phenomena - Lippmann equation-structures of double layers – Stern, Helmholtz –Perrin and Guoy- Chapmann models.

Mechanism of electrode reaction - polarization and overpotential, the Butler - Volmer equation for one step and multistep electron transfer reactions- significance of exchange current density and symmetry factor-transfer coefficient and its significance-mechanism of hydrogen and oxygen evolution reactions.

Corrosion and passivation of metals: Pourbaix and Evans diagrams - fuel cells-electrodeposition – principle, applications and anticorrosion techniques.

UNIT IV: THERMODYNAMICS - II: -

Concept of thermodynamic probability - distribution of distinguishable and non-distinguishable particles. Maxwell-Boltzmann, Fermi-Dirac and Bose Einstein statistics - modes of contribution to energy- Partition function - translational, vibrational and rotational partition functions for mono, diatomic and polyatomic ideal gases.

Thermodynamic functions in terms of partition functions, Sackur-Tetrode equation equilibrium constant for isotope exchange and dissociation of diatomic molecules;

UNIT V: THERMODYNAMICS - III: -

Heat capacity of solids (Einstein and Debye Models) ortho and para hydrogen -Planck's radiation law - electrons in metals.

Non equilibrium processes, entropy production in irreversible processes, microscopic reversibility, linear force and flux relations, Onsager's law, phenomenological equations, Curie's theorem.

TEXT BOOKS: -

1. J.O.M. Bokris and A.K.N. Reddy, 1977, Electrochemistry, Vols 1 and 2 Plenum, New York.
2. P. Delahay - 1965, Electrode Kinetics and Structure of Double layer, Interscience, New York.
3. S. Glasstone, 1960, Introduction to Electrochemistry, Affiliated East West Press, New Delhi.

4. D.R. Crow, 1991, Principles and Applications of Electrochemistry, Chapman and Hall.
5. N.J. Turro, 1978, Modern Molecular Photochemistry, Benjamin, Cummings, Menlo Park, California.
6. K.K. Rohatgi Mukherjee, 1978, Fundamentals of Photochemistry, Wiley Eastern Ltd.
7. A. Gilbert & J. Bagesot, Essentials of Molecular Photochemistry Blackwell Scientific (1990)
8. M.C. Gupta, 1990, statistical; thermodynamics, wiley eastern New Delhi
9. B.J. McClelland, 1973, Statistical Thermodynamics, Chapman and Hall, London.

SUGGESTED REFERENCE BOOKS: -

1. J.G. Calvert and J.N. Pitts, 1966, Photochemistry, Wiley, London.
2. R.P. Wayne, 1970, Photochemistry, Butterworths, London.
3. R.P. Cundell and A. Gilbert, 1970, Photochemistry, Thomas Nelson London.
4. R.HASSE, 'Thermodynamics of Irreversible processes', Addison Wesley, Reading. Mass, 1989.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	S	S	S	S	S
CO3	M	S	M	M	S
CO4	S	M	S	S	M
CO5	M	M	M	M	M

KEY: S – Strong, M – Medium, L – Low

CORE PAPER XV - PHYSICAL CHEMISTRY PRACTICALS II

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	CORE PAPER XV - PHYSICAL CHEMISTRY PRACTICALS II	MER41	120	4

COURSE OUTCOME:

Practical sessions conducted for physical chemistry experiments. The principle behind each experiment was taught well which enabled the learner to complete all experiments with maximum accuracy.

I. CONDUCTOMETRIC EXPERIMENTS: -

1. Determination of equivalent conductance of strong electrolytes and verification of Debye Huckel Onsager equation.
2. Determination of dissociation constant of weak electrolytes by Ostwald dilution law.
3. Conductometric titrations
 - a. single and mixture of strong and weak acids against strong base.
 - b. single and mixture of halides against silver nitrate.

II. POTENTIOMETRIC EXPERIMENTS: -

1. Determination of pH and pKa
2. Determination of solubility product of a sparingly soluble salt.
3. Potentiometric titrations
 - a. single and mixture of strong and weak acids and strong base
 - b. Redox titrations by emf measurements.
 - c. Precipitation titration of mixture of halides.

DISSERTATION & VIVA VOCE EXAM

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	ELECTIVE PAPER – V – DISSERTATION & VIVA VOCE EXAM	MER4Q	120	4

COURSE OUTCOME:

1. Students select appropriate research methods and techniques suitable for their research field with the guidance of the research guides.
2. In-depth understanding of academic theory and the preparation of high-quality research pertinent to the field of study.
3. Innovative ideas in the field of science enabled the students to synthesise new compounds and their applications for the benefit of the society.
4. Viva enabled students for dialectic communication with the examiner and gains invaluable experience for career interviews.

EXTERNAL

ASSESSMENT PROCEDURE		MARKS
SECTION A	10 (out of 12) x 1	10
SECTION B	5 (out of 7) x 5	25
SECTION C	4 (out of 5) x 10	40
TOTAL		75

ASSESSMENT PROCEDURE

- The assessment procedure for all Major and Elective is 25% of Internals (conducted by college) and 75% of External (University Examination).
- The assessment procedure for Practical is 40% of Internals (conducted by college) and 60% of External (University Examination).

CIA ASSESSMENT SPLIT UP (INTERNALS):

ASSESSMENT PROCEDURE		RUBRICS (PARAMETER)	MARKS
THEORY PAPERS	ASSIGNMENT	Creativity, relevance to the topic	5
	SEMINAR	Communication Skills, Way of Presentation	5
	INTERNAL TEST	Students Performance in the written test	10
	ATTENDANCE	Above 95% - 5; 84% to 94% - 4; 75% to 84 % - 3; 65% to 74% -2; less than 65%-1	5
TOTAL			25
ASSESSMENT PROCEDURE		RUBRICS (PARAMETER)	MARKS
PRACTICALS	RECORD	Record Submission and correction	5
	TEST	Students Performance in the written test	30
	ATTENDANCE	Above 95% - 5; 84% to 94% - 4; 75% to 84 % - 3; 65% to 74% -2; less than 65%-1	5
TOTAL			40
ASSESSMENT PROCEDURE		RUBRICS (PARAMETER)	MARKS
PROJECT	VIVA VOCE	Students Performance in Viva Voce	20
	PROJECT REPORT	Innovations in projects	60
	INTERNAL TEST	Students Performance in the written test	20
TOTAL			100

ANNA ADARSH COLLEGE FOR WOMEN, CHENNAI
PG DEPARTMENT OF CHEMISTRY
COURSE OUTCOMES AND PROGRAMME OUTCOMES
(For the academic year – 2022-2023)
PROGRAMME: B.Sc. CHEMISTRY

LIST OF STAFF MEMBERS

S.No.	Name	Designation	Degree
1	Dr. T. Sobana Premlatha	Associate Professor & Head	M.Sc., M.Phil., Ph.D., SLST
2	Dr. E. Thamaraiselvi	Assistant Professor	M.Sc., M.Phil., Ph.D., SLET
3	Ms. K. Priya Sudha	Assistant Professor	M.Sc., M.Phil (Ph.D)., SET
4	Dr. R. Vashantha	Assistant Professor	M.Sc., Ph.D
5	Dr. A. Sumita	Assistant Professor	M.Sc., SET., Ph.D
6	Dr. V. Sribharathy	Assistant Professor	M.Sc., M.Phil., Ph.D
7	Dr. K. Sangeetha	Assistant Professor	M.Sc., M.Phil., Ph.D
8	Dr. R.J. Kavitha	Assistant Professor	M.Sc., Ph.D
9	Dr. N.S. Sangeetha	Assistant Professor	M.Sc., M.Phil., Ph.D
10	Dr. N. Suganya	Assistant Professor	M.Sc., M.Phil., Ph.D., SET
11	Dr. T. Nandhini	Assistant Professor	M.Sc., Ph.D., SET

PROGRAMME OUTCOMES

PO-1: The curriculum is so designed to provide the students a comprehensive understanding about the fundamentals of chemistry covering all the principles and perspectives.

PO-2: To infuse in the learner a spirit of inquiry into the diversified aspects of the various core areas of Chemistry with a broader outlook of the subject.

PO-3: The syllabi of the course are discretely classified to give stepwise advancement of the subject knowledge right through the three years of the term.

PO-4: To familiarize with the emerging areas of Chemistry and their applications in various spheres of Chemical sciences and to apprise the students of its relevance in future studies.

PO-5: Create an awareness of the impact of chemistry on the environment, society, and development outside the scientific community.

COURSE STRUCTURE

FIRST SEMESTER

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Part – I	Language – Paper – I	6	3	3	75	25	100
Part – II	BP2-ENG01-Communicative English I	3	3	3	50	50	100
Part - III	BCY-DSC01– General Chemistry-I	6	4	3	75	25	100
	Major Practical – I BCY-DSC05	2	-	3	Examination will be held in II semester		
	Allied Paper-I-Choose any one from the list	9	-	3	-	-	-
Part - I V	Basic Tamil/Adv. Tamil/NME*			3	50	50	100
	BP4-EPSC01-English for Physical Sciences I	-	2	3	75	25	100

***NME: Choose any one from the other department**

SECOND SEMESTER

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Part – I	Language – Paper – II	6	3	3	75	25	100
Part – II	BP2-ENG02-Communicative English II	3	3	3	50	50	100
Part - III	BCY-DSC02– General Chemistry-II	6	4	3	75	25	100
	Major Practical-I BCY-DSC05	2	-	3	60	40	100
	Allied Paper-I-Choose any one from the list	9	-	3	-	-	-
Part - I V	Basic Tamil/Adv. Tamil/NME*			3	50	50	100
	BP4-EPSC02-English for Physical Sciences II	-	2	3	75	25	100

LIST OF ALLIED PAPERS I & II

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Allied I	BMA-CSA01-Mathematics - I	6	5	3	75	25	100
Allied II	BMA-CSA02-Mathematics - II	6	5	3	75	25	100

THIRD SEMESTER

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Part – I	Language – Paper – II	6	3	3	75	25	100
Part – II	BP2-ENG03-Communicative English II	3	3	3	50	50	100
Part - III	BCY-DSC03– General Chemistry-III	6	4	3	75	25	100
	Major Practical-I BCY-DSC06	2	-	3	Examination will be held in II semester		
	Allied Paper-I-Choose any one from the list	9	-	3	-	-	-
Part - IV	BP4-EPSC03-English for Physical Sciences II	-	2	3	75	25	100

FOURTH SEMESTER

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Part – I	Language – Paper – II	6	3	3	75	25	100
Part – II	BP2-ENG04-Communicative English II	3	3	3	50	50	100
Part - III	BCY-DSC04– General Chemistry-IV	6	4	3	75	25	100
	Major Practical-I BCY-DSC06	2	-	3	Examination will be held in II semester		
	Allied Paper-I-Choose any one from the list	9	-	3	-	-	-
Part - IV	BP4-EPSC04-English for Physical Sciences II	-	2	3	75	25	100

FIFTH SEMESTER

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Part – III	Core Paper – VII – Inorganic Chemistry I	4	4	3	75	25	100
	Core Paper – VIII - Organic Chemistry I	4	4	3	75	25	100
	Core Paper – IX – Physical Chemistry I	4	4	3	75	25	100
	Core Paper – X - Gravimetric Analysis, (Practical-III)	3	3	Examination will be held in VI semester			
	Core Paper – XI - Organic analysis and preparation (Practical - IV)	3	3				
	Core Paper – XII Physical Chemistry (Practical-V)	3	3				
	Elective Paper – I (Pharmaceutical)	4	5	3	75	25	100
	Elective Paper – II (Polymer Chemistry)	4	5	3	75	25	100
Part - IV	Value Education	1	2	3	75	25	100

SIXTH SEMESTER

Course Contents	Subjects	Inst. Hrs.	Credits	Exam Hrs.	Max. Marks		
					Ext. Marks	Int. Marks	Total
Part – III	Core Paper – XIII – Inorganic Chemistry II	5	5	3	75	25	100
	Core Paper – XIV –Organic Chemistry II	5	5	3	75	25	100
	Core Paper – XV –Physical Chemistry II	5	5	3	75	25	100
	Core Paper–X Gravimetric Analysis (Practical-III)	3	3	3	60	40	100
	Core Paper – XI - Organic analysis and preparation (Practical - IV)	3	3	3	60	40	100
	Core Paper – XII Physical Chemistry (Practical-V)	3	3	3	60	40	100
	Elective Paper – III (Analytical Chemistry)	5	5	3	75	25	100
Part – I	Extension Activities	1	1				

FIRST SEMESTER

பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம்
நோக்கும்கற்றல்பயன்பாடும் (2021 - 2022)

Objective - Syllabus - Out come (2021 -2022)

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
I	பொதுத்தமிழ்	LA11A	60	3

பாடத்திட்டத்தின்நோக்கம்:

காலந்தோறும்தமிழ்அடைந்துள்ளவளர்ச்சியையும், இன்றையநவீனகாலத்தில் உருவானதமிழ்இலக்கியங்களையும்ஒற்றுமைவேற்றுமைப்படுத்திஆராய்கின்ற

நோக்கில்பொதுத்தமிழ்ப்பாடப்பகுதிகட்டமைக்கப்பட்டுள்ளது.

பாரதியார், பாரதிதாசன், கவிமணிஉள்ளிட்டோரின்மரபுக்கவிதைகளும், அப்துல்

ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்துஉள்ளிட்டோரின்புதுக்கவிதைகளும் இரா.பி.சுதுப்பிள்ளைஅவர்களின்உரைநடை, முத்துசாமிஅவர்களின்நாடகம் போன்றவைஇடம்பெற்றுள்ளன.

தமிழ்மக்களின்வாய்மொழிஇலக்கியங்களில்சிலபாடல்கள்பாடமாக வைக்கப்பட்டுள்ளன.

இந்தஇலக்கியங்கள்சார்ந்தவரலாற்றுப்பின்புலமும்பாடமாகஅமைந்துள்ளன. மாணவர்களுக்குப்படிப்பின்ஆர்வத்தைத்தூண்டும்வகையில்கவிதைகள்,

சிறுகதை,

உரைநடை,

நாடகம்போன்றஎளிமையானபகுதிகள்அமைக்கப்பட்டுள்ளன.

இலக்கியவாசிப்பின்ஆர்வத்தைஊக்குவித்தலும்தற்காலதமிழ்இலக்கியத்தின் ஆளுமைகளைமாணவர்கள்புரிந்துகொள்ளவைத்தலும்பாடத்திட்டத்தின்நோக்கமாகும்.

தமிழ்இலக்கியவரலாற்றில்தற்காலபடைப்பாளர்களையும்படைப்புகளையும் அறிமுகப்படுத்தித்தமிழ்இலக்கியப்பாரம்பரியத்தைப்புரியவைத்தலும்பிழையின்றி

எழுதுவதற்குரியஇலக்கணவிதிமுறைகளைத்தெரிந்துகொள்ளுதலும்பாடத்திட்டத்தின்நோக்கமாகும்.

தமிழ்மொழியின்கடினமானசொற்களுக்குரியபொருளைத்தெரிந்துகொள்ளும் வகையில்அகராதியைப்பயன்படுத்துவதற்குரியஅடிப்படையைக்கற்றுத்தருத லேநோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III. மொழிப்பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரதசமுதாயம்.

2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு

3. கவிமணிதேசிகவிநாயகம்பிள்ளை - உடல்நலம்பேணல்

4. நாமக்கல்கவிஞர்வெ. இராமலிங்கம்பிள்ளை - தமிழன்இதயம்

5. கவிஞர்கண்ணதாசன் - குடும்பம்ஒருகதம்பம்

6. பட்டுக்கோட்டைஅ. கல்யாணசுந்தரம் - வருங்காலம்உண்டு

7. தமிழ்ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர்ந. பிச்சமூர்த்தி - காதல்

2. கவிஞர்அப்துல்ரகுமான் - பித்தன்

3.கவிஞர்மு.மேத்தா - காதலர்பாதை, ஒருகடிதம்அனாதையாகிவிட்டது, நிழல்கள்

4. கவிஞர்இன்குலாப் - ஒவ்வொருபுல்லையும்பெயர்சொல்லிஅழைப்பேன்

5. கவிஞர்தமிழன்பன் - சொல்லில்உயர்வுதமிழ்ச்சொல்லே

6. கவிஞர்வைரமுத்து - விதைச்சோளம்

7. கவிஞர்அ.சங்கரி - இன்றுநான்பெரியபெண்

அலகு - 2

நாட்டுப்புறஇலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பாபாடல்கள்
4. விளையாட்டுப்பாடல்கள்
5. நடவுப்பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம்ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடுபோய்
- 4.தோப்பில்முகமதுமீரான் - வட்டக்கண்ணாடி
- 5.அம்பை - பிளாஸ்டிக்டப்பாவில்பராசக்திமுதலியோர்

உரைநடை

- 1.இரா.பி.சேதுப்பிள்ளை - வண்மையும்வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கியவரலாறு

1. மரபுக்கவிதை - இருபதாம்நூற்றாண்டுகவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப்பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள்,

விடுகதைகள்

- வரலாறு

4. சிறுகதை, உரைநடைவரலாறு

5. நாடகம் - வரலாறு

அலகு - 6

மொழிப்பயிற்சி

1. வாக்கியவகை(தொடர்வாக்கியம், தனிவாக்கியம், கூட்டுவாக்கியம்)
 2. இருவழக்குகள் (பேச்சு, எழுத்து)
 3. எழுவாய், பயனிலை, செயப்படுபொருள்
 4. ஒருமை, பன்மைமயக்கம்
 5. திணை, பால், எண், இடவேறுபாடு
 6. நால்வகைச்சொற்கள் (பெயர், வினை, இடை, உரி)
 7. அகரவரிசைப்படுத்துதல்
- கற்றலும்பயன்பாடும்:

தமிழ்மொழியின்இலக்கியவளங்களின்மதிப்பைப்புரிதல். தமிழ்இலக்கிய வாசிப்பின்வழிசமூகவிழிப்புணர்வைத்துண்டுதல். தமிழ்இலக்கியவளங்களின் வாயிலாகத்தமிழ்ப்பண்பாட்டைஅடுத்ததலைமுறைக்குக்கொண்டுசெல்லுதல். மொழிவளத்தின்தேவையைவலியுறுத்துதல். மாணவர்கள்பிழையின்றிஎழுத மொழிப்பயிற்சிஉதவுகிறது. இப்பாடத்திட்டம்மாணவர்கள்தங்கள்படைப்புுகளைஉருவாக்குவதற்கும் பயன்படுகிறது. போட்டித்தேர்வுகளைஎதிர்கொள்ளுவதற்குரியவகையில்இலக்கிய வரலாற்றுப்பகுதிமிகுந்தபயனுடையதாய்உள்ளது.

FRENCH SYLLABUS WITH EFFECT FROM (2020-2021)

Common to all B.A / B.sc / B.com courses

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	PRESCRIBED TEXT AND GRAMMAR-I	CLK1S	60	3

LEARNING OBJECTIVES

In teaching French we aim to-provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France-enable them to comprehend the nuances of the language so they are better equipped to express themselves in French-discover another world, another people , another way of life .-make them more accepting of people who differ from them prescribed textbook:> Régine Mérieux & Yves Loiseau, LATITUDES 1, PARIS, DIDIER, 2017 (UNITS 1-6 ONLY).

UNITÉ 1 - SALUT!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

UNITÉ 2 - ENCHANTÉ !

Demander des renseignements - Échanger sur des projets

UNITÉ 3 - COMMENT VOUS EN VAZ-VOUS ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

UNITÉ 4 - ON SE VOIT QUAND ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

UNITÉ 5 - BONNE IDÉE !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

FOUNDATION COURSE IN HINDI

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	FOUNDATION COURSE IN HINDI	CLE1E	60	3

COURSE OBJECTIVES:

1. The objective of the course is to sensitize the students -
2. To the aesthetic and cultural aspects of literary appreciation and analysis.
3. To introduce modern Hindi Prose to the students and to understand the cultural,
4. social and moral values of modern Hindi Prose.
5. To familiarize Official correspondence, General letter correspondence and technical words.
6. To motivate to demonstrate human value in different life situations

COURSE OUTCOMES:

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of
3. application
4. Knowledge about good civilization qualities and culture.
5. Knowledge about the importance of human values.

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology **English to Hindi (25 Words)**

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

REFERENCE :

1. Karyalayeentippaniya :Kendriya Hindi Sansthan, Agra
2. PrayojanMoolakHindi :Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14.

COMMUNICATIVE ENGLISH

Semester 1

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	COMMUNICATIVE ENGLISH-I	LZ11A	60	3

COURSE OBJECTIVES:

1. To give English language skill practice to students to enhance their English proficiency.
2. To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
3. To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
4. To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
5. To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities.

COURSE OUTCOMES:

1. The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills.

2. Students will heighten their awareness of correct usage of English grammar in writing and speaking.
3. Students will improve their speaking ability in English both in terms of fluency and comprehensibility.
4. Students will give oral presentations and receive feedback on their performance.
5. Students will increase their reading speed and comprehension of academic articles.
6. Students will improve their reading fluency skills through extensive reading.

SYLLABUS:

UNIT I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing

3. Study Skills - 1

- a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context:

Naming and Describing

Nouns & Pronouns

Adjectives

UNIT II

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening

c. Tonal Variation

d. Listening for Information

e. Asking for Information

f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:

Skimming and Scanning

b. Types of Reading

Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types

a. What is a Paragraph?

b. Paragraph structure

c. Topic Sentence

d. Unity

e. Coherence

f. Connections between Ideas: Using Transitional words and expressions

g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

a. Online search

b. Know the keyword

c. Refine your search

d. Guidelines for using the Resources

e. e-learning resources of Government

of India

f. Terms to know

4. Grammar in Context

Involving Action-I

a. Verbs

Concord

UNIT III

1. Listening and Speaking

a. Giving and following instructions

b. Asking for and giving directions

c. Continuing discussions with connecting ideas

2. Reading and writing

a. Reading feature articles (from newspapers and magazines)

b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)

c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

Verbals - Gerund, Participle, Infinitive

Modals

UNIT IV

1. Listening and Speaking

a. Giving and responding to opinions

2. Reading and writing

a. Note taking

b. Narrative writing – writing narrative essays of two to three paragraphs

3. Grammar in Context:

Tense

Present

Past

Future

UNIT V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information

– interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

Grammar in Context: Voice (showing the relationship between Tense and Voice)

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	PROFESSIONAL ENGLISH- I	PZ1SA	30	2

COURSE OBJECTIVES:

1. To develop the language skills of students by offering adequate practice in professional contexts.
2. To enhance the lexical, grammatical, and socio-linguistic and communicative competence of first year students.
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication

LEARNING OUTCOMES:

1. Recognise their own ability to improve their own competence in using the language
2. Use language for speaking with confidence in an intelligible and acceptable manner
3. Understand the importance of reading for life

4. Read independently unfamiliar texts with comprehension
5. Understand the importance of writing in academic life
6. Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)
7. NB: All four skills are taught based on texts/passages

SYLLABUS:

UNIT 1: COMMUNICATION LISTENING:

Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion Writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION LISTENING:

Listening to process description -Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS LISTENING:

Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS LISTENING:

Listening comprehension- Listening for information. Speaking: Making presentations (with PPT-practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

CORE PAPER I – GENERAL CHEMISTRY I

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
I	CORE PAPER- I -GENERAL CHEMISTRY - I	SD21A	75	4

COURSE OBJECTIVES:

- To know the fundamental concepts of atomic structure and basics of quantum mechanics.
- To know the periodicity of properties of elements.
- To understand the various types of chemical bonding and basics of solid state.
- To learn the principles of inorganic qualitative and quantitative analysis - basic concepts of nanotechnology
- To understand the basic concepts of organic chemistry.

COURSE OUTCOMES:

- To understand the concept of atomic structure such as photoelectric, compton effect and postulates of quantum mechanics. The exclusion, Aufbau principle and slater's rule and Hund's application and limitation will be understood well.
- The learner understands the classification of elements and the modern periodic table and its properties. Students learned about the variation of period and group of elements along with its metallic characters in detail.
- To understand the concept of chemical bonding, the ionic and covalent bond.
- To understand the principle of inorganic qualitative and quantitative analysis and various methods of preparing nanoparticles.
- To understand the hybridization of molecules, the reactive intermediates and their formation and stability. Nomenclatures of organic compounds are understood in detail.

UNIT - I

ATOMIC STRUCTURE AND INTRODUCTION TO QUANTUM MECHANICS (15 hrs)

Rutherford's atomic model, Planck's quantum theory of radiation, Photoelectric effect, Bohr's theory of hydrogen atom - postulates, Bohr's radius, energy of electron, origin of hydrogen spectrum. Particle and wave nature of electron - de Broglie's equation, Heisenberg's uncertainty principle and Compton effect - Schrodinger wave equation (no derivation) - Significance of Ψ and Ψ^2 - Wave mechanical concept of atomic orbitals, - Shapes of orbitals - Quantum numbers - Zeeman effect, Pauli's exclusion principle, Aufbau principle - Effective nuclear charge, screening effect, Slater's rules - applications and limitations. Electronic configuration of first 30 elements - extra stability of half-filled and completely filled orbitals. Hund's rule - its basis and applications.

UNIT - II

CLASSIFICATION OF ELEMENTS AND PERIODICITY OF PROPERTIES (10 hrs)

Classification of elements - noble gases and s, p, d and f - block elements. Modern periodic table. Position of hydrogen in the periodic table-Variation of atomic volume, atomic and ionic radii, ionization potential, electron affinity, electronegativity along periods and groups-variation of metallic characters-factors influencing the above periodic properties.

UNIT - III

3.1 CHEMICAL BONDING (15hrs)

Ionic bond - factors influencing the formation of ionic compounds - ionisation energy, electron affinity and lattice energy; inert pair effect, Fajan's rules. Covalent bond - polarity of covalent bond, percentage ionic character of covalent bond, dipole moment and molecular structures of CO_2 , H_2O , NH_3 and CH_4 , bond characteristics - bond length, bond angle and bond energy.

3.2 SOLID STATE

Classification of solids, isotropic and anisotropic crystals, representation of planes, Miller indices, space lattice, unit cell, crystal systems. X-ray diffraction-derivation of Bragg's equation, discussion of structures of NaCl , CsCl and ZnS , determination of Avogadro's number.

UNIT - IV PRINCIPLES OF INORGANIC QUALITATIVE AND QUANTITATIVE ANALYSIS (10 hrs)

Common ion effect, solubility product, applications of the solubility product principle in qualitative analysis. Principle of elimination of interfering anions. Complexation reactions in qualitative analysis. Spot test reagents and tests with them - Cupferon, DMG, thiourea, magneson, alizarin and Nessler reagent. Volumetric analysis - Definitions - normality, molarity, molality and molefraction, primary and secondary standards, theories of acid - base, redox, complexometric, iodometric and iodimetric titrations, calculations of equivalent weights, theories of acid - base, redox, metal ion and adsorption indicators and choice of indicators. Nanotechnology(10Hrs) Introduction to nano science and nanotechnology – Types of nanoparticles, Techniques to synthesize nanoparticles, Physical methods – Physical vapour deposition (evaporation and sputtering) – chemical methods–reduction methods – sol–gel methods

UNIT - V

BASIC CONCEPTS OF ORGANIC CHEMISTRY (15 hrs)

Hybridisation and shapes of molecules - methane, ethane, ethylene, acetylene and benzene. Electron displacement effects - inductive, electromeric, mesomeric (resonance) and hyperconjugation. Steric effect. Cleavage of bonds - homolytic and heterolytic fissions. Reactive intermediates - carbocations, carbanions and free radicals - their formation and stability. Nomenclature of organic compounds: IUPAC system of nomenclature of compounds containing upto 8 carbon atoms - mono and bifunctional compounds.

TEXT BOOKS :

1. Puri B.R., Sharma L.R. and Pathania M.S., Principles of Physical Chemistry, 47th ed., New Delhi, Vishal Publishing Co.,2016.
2. Puri B.R., Sharma L.R. and Kalia K.C., Principles of Inorganic Chemistry, 33th ed., New Delhi, Milestone Publishers and Distributors,2016.
3. Soni P.L., and Chawla H.M., Textbook of Organic Chemistry, 29th ed., New Delhi, Sultan Chand & Sons, 2007.
4. T. Pradeep, Nano: The Essentials, New Delhi, McGraw Hill,2007
5. H.M., Textbook of Organic Chemistry, 29th ed., New Delhi, Sultan Chand & Sons,2007.
6. Fundamentals of Crystal Chemistry, T R N Kutty;J A K Tareen, Universities Press Private Limited, Chennai, 2000
7. Basic Course in Crystallography, A, J A K Tareen;T RN Kutty, Universities Press Private Limited, Chennai, 2000.

REFERENCE BOOKS

1. Jain M.K, Sharma S.C. Modern Organic Chemistry, Vishal Publishing Co.,2017
2. Lee J.D. Concise Inorganic Chemistry, 5th ed., Blackwell Science,2005.

3. Soni, P.L. and Mohan Katyal. Textbook of Inorganic Chemistry, 20th ed., Sultan Chand & Sons, 2006.
4. Glasstone Samuel. Textbook of Physical Chemistry, 2nd ed., Macmillan India Ltd.,1990. 5. Soni P.L., Dharmarha O.P. and Dash U.N Textbook of Physical Chemistry, 23rd ed., New Delhi, Sultan Chand & Sons,2011.
6. Graham Solomons T.W. Organic Chemistry, 3rd ed., John Wiley & Sons.
7. Morrison R.T. and Boyd R.N., Organic Chemistry, 6th ed., Pearson Education, Asia,2002.
8. C. N. R. Rao, Chemistry of Nanomaterials: Synthesis, Properties and Applications, Wiley-VCH Verlag GmbH & Co. Kgaa,2004
9. Charles P. Poole Jr., Frank J. Owens, Introduction to Nanotechnology, New Jersey, John Wiley & Sons, 2003.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	M	S	M	M	S
CO3	M	M	S	M	M
CO4	S	M	M	M	S
CO5	M	M	M	S	M

KEY: S – Strong, M – Medium, L - Low

MATHEMATICS –I

(Effective from the Academic Year 2020-2021)

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
I	Core Paper- I -MATHEMATICS –I	SM3AA	75	5

COURSE OBJECTIVES:

- To enable students to learn basic concepts of Algebra and Numerical methods.
- To enable students to understand Matrices and Theory of equations.
- To learn circular, hyperbolic and inverse hyperbolic functions and to understand differential calculus and its applications.

COURSE OUTCOMES:

- Student gain knowledge to find the summation of series and to solve problems in Numerical methods.
- Student will be able to find the Eigen values, Eigen vectors, apply Cayley Hamilton

- Theorem to find inverse of a Matrix, Powers of a Matrix and to solve polynomial equations.
- Student will be able to evaluate circular, Hyperbolic, inverse hyperbolic functions and to
- Find higher derivatives of functions and its applications.

UNIT 1 ALGEBRA AND NUMERICAL METHODS:

Algebra: Summation of series - simple problems.

Numerical Methods: Operators E, Δ, ∇ , difference tables- Newton-Raphson method- Newton's forward and backward interpolation formulae for equal intervals, Lagrange's interpolation formula.

Chapter 2, Section 2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter 3, Section 3.4.1 and Chapter 5, Section 5.1 and 5.2.

UNIT 2 MATRICES:

Symmetric, Skew-Symmetric, Orthogonal, Hermetian, Skew-Hermetian and

Unitary matrices. Eigen values and Eigen-vectors, Cayley-Hamilton theorem (without proof)

– verification- Computation of inverse of matrix using Cayley - Hamilton theorem.

Chapter 4, Section 4.1.1 to 4.1.6, 4.5, 4.5.2, 4.5.3.

UNIT 3 THEORY OF EQUATIONS:

Polynomial equations with real coefficients, irrational roots, complex roots, symmetric functions of roots, transformation of equation by increasing or decreasing roots by a constant, reciprocal equation-simple problems.

Chapter 3, Section 3.1 to 3.4.1(omit section 3.2.1)

UNIT 4 TRIGONOMETRY:

Expansions of $\sin(n\theta)$ and $\cos(n\theta)$ in a series of powers of $\sin\theta$ and $\cos\theta$ -

Expansions of $\sin n\theta$, $\cos n\theta$, $\tan n\theta$ in a series of sines, cosines and tangents of multiples of " θ " -Expansions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ in a series of powers of " θ " – Hyperbolic and inverse

hyperbolic functions .Chapter 6, Section 6.1 to 6.3.

UNIT 5 DIFFERENTIAL CALCULUS:

Successive differentiation, n th derivatives, Leibnitz theorem (without proof) and applications, Jacobians, Curvature and radius of curvature in Cartesian co-ordinates, maxima and minima of functions of two variables- Simple problems

Chapter 1, Section 1.1 to 1.3.1 and 1.4.3.

CONTENT AND TREATMENT AS IN

Allied Mathematics, Volume I and II, by P. Duraipandian and S. Udayabaskaran, S. Chand Publications

REFERENCE:-

1. S.Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

E-RESOURCES:

1. <http://www.themathpaage.com>
2. <http://nptel.ac.in>

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	M
CO2	M	M	M	M	M
CO3	M	M	S	S	M
CO4	M	M	S	M	S
CO5	M	M	S	M	S

KEY: S – Strong, M – Medium, L - Low

அடித்தளப்படிப்பு - பகுதி - I தமிழ்

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
I	அடித்தளப்படிப்பு - பகுதி - I தமிழ்	NLT1C	30	2

பாடத்திட்டத்தின்நோக்கம் (Objective)

தமிழ்மொழியைப்பேசவும்எழுதவும்படிக்கவும்தெரியாதமாணவர்கள் அடிப்படைத்தமிழ்பாடம்படித்துப்பயன்பெறும்நோக்கில்பாடத்திட்டம் அமைகிறது.

அண்டைமாநிலங்களிலிருந்தும்பிறநாடுகளிலிருந்தும்இளங்கலை, இளம்அறிவியல்பட்டம்பெறும்மாணவர்கள்தமிழ்நாட்டின்மாநிலமொழியைப்

பேசவும்எழுதவும்துணைபுரியும்வகையில்பாடத்திட்டம்

வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள்முதற்பருவத்தில்தமிழ்மொழியின்எழுத்துக்களைஎழுதவும் படிக்கவும்பயிற்சிஅளிக்கப்படுகிறது. மேலும்தமிழ்மொழியின்சொல்வகை, தொடரமைப்பு, தமிழில்எண்ணுப்பெயர்கள், உடல்உறுப்புகள், அன்றாட வாழ்விற்குத்தேவையானபொருள்களைஅறிந்துகொள்ளவைப்பதேஇதன் நோக்கமாகும்.

பாடத்திட்டம் - முதல்பருவம் (SYLLABUS)

அலகு - 1.

எழுத்துகள்

1. உயிர்எழுத்து, ஆய்தஎழுத்து, 2. மெய்எழுத்து , 3. உயிர்மெய்எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல்,
2. வினைச்சொல்,
3. இடைச்சொல்,
4. உரிச்சொல்

அலகு -3.

தொடரமைப்பு

1. எழுவாய்,
2. பயனிலை,
3. செயப்படுப்பொருள்

அலகு -4.

பிழைநீக்கம்

1. ஒற்றுப்பிழை,
2. எழுத்துப்பிழை,
3. தொடர்ப்பிழை,

அலகு- 5

எண்கள், உறவுப்பெயர்கள், வாழ்இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள்,
2. இயற்கை,
3. உணவுமுறைகள்-சுவை-காய்கள்-

பழங்கள்போன்றன.

பாடத்திட்டத்தின்பயன்கள் (Subject Outcome)

இந்தப்பாடத்தினால்வேற்றுப்புலமாணவர்கள்தமிழகத்தில்பாமர மக்களிடமும்தமிழில்பேசமுடியும். தமிழ்மொழியிலுள்ளசிறுசிறுபடைப்புகளைப்

பார்த்துஇலக்கியஇன்பம்பெறமுடியும்.
தமிழகத்திலுள்ளசுற்றுலாத்தலங்களுக்கு
வழிகாட்டிஇன்றிப்போய்வருதல்.

பாடநூல்தமிழ் - பகுதி 4 -
சென்னைப்பல்கலைக்கழகம்அடிப்படைத்தமிழுக்குப்பாடத்திட்டங்கள்ம
ட்டுமேவரையறுத்துள்ளது. அதைநூலாகவெளியிடவில்லை.எனவே,
பாடநூல்இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப்பல்கலைக்கழகம்வடிவமைத்த
பாடத்திட்டங்கள்ஆகையால்குறிப்புதவிநூல்என்றுதனியாகஇல்லை.
(Reference book not applicable)

சிறப்புத்தமிழ் - முதல்பருவம்

SEMESTER I	Subject Title	Subject Code	Total Hours	Credit
	சிறப்புத்தமிழ் - முதல்பருவம்	TLT1C	30	2

பாடத்திட்டத்தின்நோக்கம் (Objective)

இப்பாடத்திட்டம்பள்ளிகளில்ஒருசிலவகுப்புகளில்தமிழைப்படித்துதமிழ்
மொழியைமுழுமையாகஅறிந்துகொள்ளாதகல்லூரிகளில்பிறமொழி
கற்பவர்களுக்காகவடிவமைக்கப்படுகிறது. இங்குதமிழ்இலக்கியப்பகுதியும்,
தமிழிலக்கியவரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும்பாடமாகஅமைகிறது.

தமிழ்இலக்கியஇன்பத்தைஉணரும்நோக்கிலும்இலக்கியவளத்தைஉணரும்
நோக்கிலும்பாடத்திட்டம்உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III. மொழிப்பயிற்சி

1.”கட்டைவிரல்” -சி.என்.அண்ணாதுரை

அலகு -3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி,
2. கடமையைச்செய்-மீரா,
3. இழந்தவர்கள்-அப்துல்

ரகுமான்

அலகு - 4.

மொழித்திறன்

1. கலைச்சொல்லாக்கம்,
2. பொருந்தியசொல்தருதல்,
3. பிழைநீக்கி

எழுதுதல்

பாடத்திட்டத்தின்பயன்கள் (Subject Outcome)

இப்பாடத்தைப்படிப்பதால்தமிழ்மொழியின்இலக்கியஇன்பம், சொல்வளம், புதுகலைச்சொல்படைத்தல்போன்றவற்றைஉணரஉதவுகிறது.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப்பல்கலைக்கழகம்அடிப்படைத்தமிழுக்குப்

பாடத்திட்டங்கள்மட்டுமேவரையறுத்துள்ளது.

அதைநூலாகவெளியிடவில்லை.

எனவே, பாடநூல்இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப்பல்கலைக்கழகம்வடிவமைத்த

பாடத்திட்டங்கள்ஆகையால்குறிப்புதவிநூல்என்றுதனியாகஇல்லை.

(Reference book not applicable)

SECOND SEMESTER

பொதுத்தமிழ் - முதலாமாண்டு - இரண்டாம்பருவம் (second semester)

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	பொதுத்தமிழ் - முதலாமாண்டு - இரண்டாம்பருவம்	LA12A	60	3

பாடத்திட்டத்தின்நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ளவளர்ச்சியும் பரந்துவிரிந்துகிடக்கும் அதன் ஆழ அகலத்தையும் ஒருபருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல்வளங்களையும்

உணரவைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழிகலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டத்தின்பயன்கள்

பழந்தமிழ் இலக்கியங்களின் வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும்

அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல்.

பழந்தமிழ் இலக்கிய

வாசிப்பின் வழியுற் கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.

தமிழ் இலக்கியவளங்களின் வாயிலாகத் தமிழ்ப் பண்பாட்டை அடுத்த

தலைமுறைக்குக் கொண்டு செல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல்.

மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்புத் திறனை வளர்க்கின்றது.

போட்டித் தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கியவரலாற்றுப் பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

I.இலக்கியம்

II.அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III.மொழிப்பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம்பாடல் - "அரிதாயஅறன்எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம்பாடல் (உழுந்துதலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன்இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார்பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)

2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கியவரலாறு

1. முச்சங்கவரலாறு, பதினெண்மேற்கணக்குநூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)

2. பதினெண்கீழ்க்கணக்குநூல்கள்

III மொழிப்பயிற்சி

1. இலக்கணக்குறிப்பு (வேற்றுமைத்தொகை, உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, அன்மொழித்தொகை...வடிவம்) [பத்தியிலிருந்துஇலக்கணக் குறிப்புகளைக்கண்டறிதல்]
2. ஒற்றுமிகும்மிகாஇடங்கள்
3. மரபுத்தொடர்கள் (தமிழ்மரபுத்தொடர்களைக்கண்டறிதல்)

தமிழ் – பகுதி 1 -

சென்னைப்பல்கலைக்கழகம்வடிவமைத்தபாடத்திட்டங்கள்ஆகையால்குறிப்புத விநூல்என்றுதனியாகஇல்லை. (Reference book not applicable)

FRENCH

WITH EFFECT FROM 2020-2021

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	Foundation Course: Paper II- Prescribed text and grammar-II	CLK2T	60	3

LEARNING OBJECTIVES

In teaching French we aim to

- Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France.
- Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French.
- Discover another world, another people, another way of life.
- Make them more accepting of people who differ from them.

LEARNING OUTCOME:

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

PRESCRIBED TEXTBOOK:

> RégineMérieux& Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

UNITÉ 7 - C'ESTOÙ ?

Demander et indiquer une direction - localiser (près de, en face de ...)

UNITÉ 8 - N'OUBLIEZ PAS !

Exprimer l'obligation ou l'interdit - Conseiller

UNITÉ 9 - BELLE VUE SUR LA MER !

Décrire un lieu - situer - se situer dans le temps

UNITÉ 10 - QUEL BEAU VOYAGE !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

UNITÉ 11 - OH! JOLI!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

UNITÉ 12 - ET APRÈS ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

FOUNDATION COURSE IN HINDI

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	FOUNDATION COURSE IN HINDI	CLE2G	60	3

I. COURSE OBJECTIVES:

The objectives of the course are

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

II. COURSE OUTCOMES:

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Enculcating the habit of book reading to gain knowledge of vocabularies.

UNIT – I

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen

UNIT-V

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen

1. Translation Practice. (English to Hindi)

BOOKS FOR REFERENCE:

1. PrayojanMoolakHindi: Dr. Syed
RahamathullaPoornimaPrakashan, 4/7, Begum III Street,
Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha

COMMUNICATIVE ENGLISH-II

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	COMMUNICATIVE-ENGLISH-II	LZ12A	60	3

COURSE OBJECTIVES:

- To develop communicative skills.
- To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
- To develop understanding of grammar.
- To enhance vocabulary.

COURSE OUTCOMES:

At the end of this course students will be able to:

- Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English.
- Have a good understanding of grammar and vocabulary.
- Make presentations and speeches.
- Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.

SYLLABUS:

UNIT I

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial

expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

Adverbs Prepositions

UNIT II

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks.

Informal occasions- Farewell party, graduation speech

2. Reading and Writing

a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation)

b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

UNIT III

1. Listening and Speaking

a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations , Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

UNIT V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working with Clauses.

PROFESSIONAL ENGLISH- II

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	PROFESSIONAL ENGLISH- II	PZISC -	30	2

LEARNING OBJECTIVES:

1. The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,
2. Develop their competence in the use of English with particular reference to the workplace situation.
3. Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
4. Develop their competence and competitiveness and thereby improve their employability skills.
5. Help students with research bent of mind develop their skills in writing reports and research proposals.

LEARNING OUTCOMES:

1. At the end of the course, learners will be able to,
2. Attend interviews with boldness and confidence.
3. Adapt easily into the workplace context, having become communicatively competent.
4. Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

UNIT 1- COMMUNICATIVE COMPETENCE

Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions)

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

UNIT 2 - PERSUASIVE COMMUNICATION

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

UNIT 3- DIGITAL COMPETENCE

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages.

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

UNIT 4 - CREATIVITY AND IMAGINATION

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based Reading : Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

Creating blogs, flyers and brochures (subject based)

Poster making – writing slogans/captions (subject based)

UNIT 5 - WORKPLACE COMMUNICATION & BASICS OF ACADEMIC WRITING

Speaking: Short academic presentation using PowerPoint.

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing

Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case).

CORE-II: GENERAL CHEMISTRY – II

BCY-DSC02

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
I	PAPER - II GENERAL CHEMISTRY - II	SD22A	75	4

COURSE OBJECTIVES:

- To equip learners with concepts in comparative study of S- Block elements
- To equip learners with concepts in comparative study of P- Block elements.
- To understand the aspects in gaseous state.
- To understand liquid state, colloids and nanomaterials.
- To enable them to understand chemistry of alkanes, cycloalkanes, alkenes and alkynes and conformational analysis.

COURSE OUTCOMES:

- To understand the concept of s- block elements, learners (preparation and important properties and uses of Alkali and alkaline earth metals were learnt).
- To know the p-block elements of Boron, Carbon family preparation, structure, extraction and uses.
- To understand the concepts of gaseous state - postulates, derivation and laws was understood.
- To understand the concept of liquid state, colloids and nano materials and its preparation, properties and uses.
- To understand the chemistry of alkanes, cycloalkanes, alkenes and alkynes and conformational analysis. To learn the mechanisms, preparation and properties in detail.

UNIT-I CHEMISTRY OF S- BLOCK ELEMENTS [GROUP IA AND IIA] (10 HRS)

Hydrogen: Position of hydrogen in the periodic table. Alkali metals: Comparative study of the elements with respect to oxides, hydroxides, halides, carbonates and bicarbonates. Diagonal relationship of Li with Mg. Extraction of Li from its silicate- ores. Preparation, properties and uses of NaOH, Na₂CO₃, KBr KClO₃ alkaline earth metals: Comparative study of the elements with respect to oxides, hydroxides, sulphates, halides and carbonates. Extraction and anomalous behaviour of Be.

UNIT-II CHEMISTRY OF P- BLOCK ELEMENTS (10 HRS)

2.1 Boron Family [Group-IIIA]: preparation and structure of diborane and borazine. Chemistry of borax. Extraction of Al and its uses. Alloys of Al.

2.2 Carbon Family (Group -IV A): comparison of carbon with silicon. Carbon-di-sulphide – Preparation, properties, structure and uses. Percarbonates, per mono carbonates and per dicarbonates. Tin- Allotropic forms of Tin, alloys of tin, tinning, tin plating. Lead-lead accumulator (discharging and recharging), lead pigments.

UNIT-III GASEOUS STATE (15 hrs)

Postulates of kinetic theory of gases, derivation of gas laws from the kinetic gas equation. Kinetic energy and temperature-average translational kinetic energy and its calculation. Maxwell's distribution of molecular velocities (no derivation)-mean, root mean square and most probable velocity. Collision diameter, collision number, collision frequency, mean free path. Principle of equipartition of energy. Real gases- van der Waals equation of state-derivation. Boyle temperature. Significance of critical constants.

UNIT-IV 4.1 LIQUID STATE

(20 hrs)

Some Properties of Liquids (molecular basis)-Equilibrium vapour pressure of a liquid, boiling point, heat of evaporation, heat of condensation, freezing point. Surface tension definition, measurement of surface tension, effect of temperature on surface tension. Parachor -definition, calculation and applications. Viscosity or fluidity-definition, measurement and calculation, factors affecting viscosity.

4.2 Nanoparticles of Au, Ag and TiO₂ –preparation, properties and uses. Carbon nanotubes-Types-preparation, properties and uses - Fullernene – Introduction only

UNIT-V

(20 hrs)

5.1 Chemistry of Alkanes and Cycloalkanes: General methods of preparation and properties of alkanes and cycloalkanes, Conformational analysis of ethane and n-butane. Baeyer's strain theory.

5.2 Alkenes, Alkynes and Dienes: Preparation of alkenes (dehydrogenation, dehydrohalogenation and dehydration), preparation of alkynes (dehydrohalogenation, dehalogenation). Addition (with mechanisms) of H₂, X₂, HX, HOX, B₂H₆ and O₃ to alkenes and alkynes. Addition of HBr (peroxide effect; free radical reaction mechanism) to alkenes and alkynes. Allylic substitution of alkenes by NBS. Dienes types, stability; preparation of- 1,3-butadiene, isoprene, and chloroprene. Reactivity: 1,2- and 1,4- additions to butadiene. Diels-Alder reaction.

TEXTBOOKS:

1. Puri B.R., Sharma L.R. and Pathania M.S., Principles of Physical Chemistry, 47th ed., New Delhi, Vishal Publishing Co.,2016.
2. Puri B.R., Sharma L.R. and Kalia K.C., Principles of Inorganic Chemistry, 33th ed., New Delhi, Milestone Publishers and Distributors, 2016.
3. Soni P.L., and Chawla H.M., Textbook of Organic Chemistry, 29th ed., New Delhi, Sultan Chand & Sons, 2007.
4. Understanding Chemistry, C N R Rao, Universities Press Private Limited, Chennai, 1999.
5. The Chemistry of the p-Block Elements: Syntheses, Reactions and Applications, Anil J Elias, Universities Press Private Limited, Chennai, 2019.
6. T. Pradeep, Nano: The Essentials, New Delhi, McGraw Hill, 2007.

REFERENCE BOOKS

1. Lee J.D. Concise Inorganic Chemistry, 5th ed., Blackwell Science, 2005.
2. Jain M.K, Sharma S.C. Modern Organic Chemistry, Vishal Publishing Co., 2017.
3. Soni, P.L. and Mohan Katyal. Textbook of Inorganic Chemistry, 20th ed., Sultan Chand & Sons, 2006.
4. Glasstone Samuel. Textbook of Physical Chemistry, 2nd ed., Macmillan India Ltd.,1990.
5. Soni. P.L., Dharmarha O.P. and Dash U.N Textbook of Physical Chemistry, 23rd ed., New

Delhi, Sultan Chand & Sons, 2011.

6. Graham Solomons T.W. Organic Chemistry, 3rd ed., John Wiley & Sons.

7. Morrison R T and Boyd R N, Organic Chemistry, 6th ed., Pearson Education, Asia, 2002. 8. C.N. R. Rao, Chemistry of Nanomaterials: Synthesis, Properties and Applications, Wiley - VCH Verlag GmbH & Co. KGaA, 2004.

9. Charles P. Poole Jr., Frank J. Owens, Introduction to Nanotechnology, New Jersey, John Wiley & Sons, 2003.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	M	M	M	M	S
CO3	M	S	M	M	M
CO4	S	M	M	S	M
CO5	M	M	M	M	S

KEY: S – Strong, M – Medium, L - Low

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	CORE-III: MAJORPRACTICALS - I	SD221	90	3

COURSE OUTCOMES:

- To determine the unknown concentration of the known reactant, volumetric estimation was carried out and students understood well. Students learn to employ the volumetric calculations

The procedure for the practical examination will be given by the examiner]

The following volumetric analyses are prescribed.

1. Estimation of HCl by NaOH using a standard oxalic acid solution
2. Estimation of Na_2CO_3 by HCl using a standard Na_2CO_3 solution
3. Estimation of oxalic acid by KMnO_4 using a standard oxalic acid.
4. Estimation of Ferrous sulphate by KMnO_4 using a standard Mohr's salt solution.
5. Estimation of KMnO_4 by sodium thiosulphate using a standard $\text{K}_2\text{Cr}_2\text{O}_7$ solution
6. Estimation of iron by $\text{K}_2\text{Cr}_2\text{O}_7$ solution using a standard Ferrous sulphate solution
7. Estimation of Copper sulphate using a standard $\text{K}_2\text{Cr}_2\text{O}_7$ solution.
8. Estimation of Mg(II) by EDTA solution using standard Zinc sulphate solution.
9. Estimation of Zn(II) by EDTA solution using standard Magnesium sulphate solution.
10. Estimation of total hardness of water.

The following inorganic preparations are prescribed

1. Preparation of Ferrous ammonium sulphate or Mohr's salt
2. Preparation of potash alum or potassium aluminium sulphate
3. Preparation of microcosmic salt
4. Preparation of tetramminecopper (II) sulphate

MATHEMATICS –II

(Effective from the Academic Year 2020-2021)

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
II	Mathematics –II	SM3AE	75	5

COURSE OBJECTIVES:

1. Enable the students to know Integration using Recurrence relation and Fourier series for circular functions.
2. To understand Differential equations, Laplace transforms and its applications
3. To know the derivatives in Vector and Vector integration.

COURSE OUTCOMES:

1. Students will be able to apply reduction formulae to evaluate integrals and to find Fourier series of a given periodic function.
2. Student will be able to solve differential equations and to apply Laplace transform to solve differential and integral equations.
3. To find derivatives of vector functions and to evaluate Line, surface and Volume integrals using Greens, Stokes & Gauss divergence theorem and verifying the same.

UNIT 1: INTEGRAL CALCULUS:

Bernoulli formula – Reduction formulae-, (m,n being positive integers), Fourier series for functions in $(0, 2\pi)$, $(-\infty, \infty)$.

Chapter 2: Section 2.7 & 2.9, Chapter 4: Section 4.1.

UNIT 2: DIFFERENTIAL EQUATIONS:

Ordinary Differential Equations: second order non-homogeneous differential equations with constant coefficients of the form $ay'' + by' + cy = X$ where X is of the form e^{mx} and $\sin px$ and $\cos px$ and Related

problems only. Partial Differential Equations: Formation, complete integrals and general integrals, four standard types and solving Lagrange's linear equation $Pp + Qq = R$.

Chapter 5: Section 5.2.1, Chapter 6: Section 6.1 to 6.4

UNIT 3: LAPLACE TRANSFORMS:

Laplace transformations of standard functions and simple properties, inverse Laplace transforms, Application to solution of linear differential equations up to second order- simple problems.

Chapter 7: Section 7.1.1 to 7.1.4 & 7.2 to 7.3

UNIT 4: VECTOR DIFFERENTIATION:

Introduction, Scalar point functions, Vector point functions,

Vector differential operator Gradient, Divergence, Curl, Solenoidal, irrotational, identities.

Chapter 8, Section 8.1 to 8.4.4

UNIT 5: VECTOR INTEGRATION:

Line, surface and volume integrals, Gauss, Stokes and Green's theorems

(without proofs). Simple problems on these.

Chapter 8, Section 8.5 to 8.6.3.

CONTENT AND TREATMENT AS IN

Allied Mathematics, Volume I and II, P. Duraipandian and S. Udayabaskaran, S. Chand Publications.

REFERENCE: -

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

E-RESOURCES:

1. <http://www.sosmath.com>
2. http://www.analyzemath.com/Differential_Equations/applications.html

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	S
CO2	S	S	M	M	S
CO3	M	M	S	S	M
CO4	M	M	S	M	M
CO5	S	M	S	M	S

KEY: S – Strong, M – Medium, L - Low

அடிப்படைத்தமிழ் - இரண்டாம்பருவம்

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	அடிப்படைத்தமிழ் இரண்டாம்பருவம்	- NLT2D	30	2

பாடத்திட்டத்தின்நோக்கம் (Objective)

தமிழ்மொழியைப்பேசவும்எழுதவும்படிக்கவும்தெரியாதமாணவர்கள் அடிப்படைத்தமிழ்பாடம்படித்துப்பயன்பெறும்நோக்கில்பாடத்திட்டம் அமைகிறது. அண்டைமாநிலங்களிலிருந்தும்பிறநாடுகளிலிருந்தும்இளங்கலை, இளம்அறிவியல்பட்டம்பெறும்மாணவர்கள்தமிழ்நாட்டின்மாநிலமொழியைப் பேசவும்எழுதவும்துணைபுரியும்வகையில்பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள்இரண்டாம்பருவத்தில்தமிழ்மொழியிலுள்ளசிறுசிறு இலக்கியப்பகுதிகளைப்படிப்பர். சிறுகதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின்வரலாறுஆகியவற்றைப்புரிந்துகொள்ளும்நோக்கில் பாடத்திட்டம்அமைகிறது.

அலகு -1.

நீதிநூல்கள்

1. ஆத்திச்சூடி(1-12), 2. கொன்றைவேந்தன்(1-8),
3. திருக்குறள்(5)

1. அகரமுதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34), 4. கற்ககசடறக்..... (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக்கதைகள்

1. பீர்பால்கதை, 2. பரமார்த்தகுருகதை

அலகு - 3.

அறிமுகம்

அ. தமிழ்இலக்கியவரலாறு - இலக்கியங்கள்புலவர்கள்

ஆ.தமிழகவரலாறு - வரலாற்றுச்சின்னங்கள்- சுற்றுலாத்தலங்கள்- அலுவலகப் பெயர்கள்

இ.பழமொழிகள்.

பாடத்திட்டத்தின்பயன்கள் (Subject Outcome)

தமிழ்இலக்கியத்தின்சிறப்பினையும்தமிழ்மொழியின்சிறப்பினையும் மொழிவளத்தையும்அறிந்துகொள்ளஉதவுகிறது. தமிழகமக்களின்

பண்பாட்டுக்கூறுகளை உணர்ந்துகொள்ளுதல்

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப்

பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. தைநூலாகவெளியிடவில்லை.

எனவே, பாடநூல் இல்லை. Reference book.

சிறப்புத்தமிழ் - இரண்டாம்பருவம்

SEMESTER II	Subject Title	Subject Code	Total Hours	Credit
	சிறப்புத்தமிழ் - இரண்டாம்பருவம்	TLT2D	30	2

பாடத்திட்டத்தின்நோக்கம் (Objective)

இப்பாடத்திட்டம்பள்ளிகளில்சிலவகுப்புகள்வரையில்மட்டுமேதமிழைப் படித்துக்கல்லூரிகளில்பிறமொழிகற்பவர்களுக்காகவடிவமைக்கப்படுகிறது. இங்குதொடக்ககாலசெய்யுள்முதல்தற்காலபுதுக்கவிதைவரைஉள்ளஒருசில பகுதிகள்அமைந்துள்ளன. அனைத்துக்காலஇலக்கியங்களின்தன்மையை உணர்ந்துகொள்ளுதல். தமிழ்இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும்பாடமாகஅமைகிறது.

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III. மொழிப்பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின்பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுகசிந்தை-ஓக்கூர்மாசாத்தியார்,

ஆ. ஈன்றுபுறந்தருதல் - பொன்முடியார், இ. யாதும்ஊரே -

கனியன்பூங்குன்றனார்

ஈ. திருக்குறள் - வான்சிறப்புமுழுமையும்

உ. சிலப்பதிகாரம் - மங்கலவாழ்த்துப்பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி - உயர்வற

ஏ. இரட்சண்யயாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஓ. பாரதியார்- நல்லதோர்வீணை

அலகு -3.

இலக்கியவரலாறு

பாடம்தழுவியஇலக்கியவரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப்பகுதியைத்தமிழாக்கம்செய்தல்

பாடத்திட்டத்தின்பயன்கள் (Subject Outcome)

தமிழ்மொழி, தமிழ்இலக்கியத்தின்தொன்மையைஅறிதல். தமிழ்மக்களின் பண்பாட்டைக்காலவாரியாகஉணர்ந்துகொள்ளுதல்.

மொழிபெயர்ப்புத்துறையிலும்செயலாற்றமுடியும்

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப்பல்கலைக்கழகம்அடிப்படைத்தமிழுக்குப்

பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது.

அதைநூலாகவெளியிடவில்லை.எனவே, பாடநூல்இல்லை.Reference book

THIRD SEMESTER

பொதுத்தமிழ் - இரண்டாமாண்டு - மூன்றாம்பருவம்

PART - I - SECOND YEAR - III SEMESTER

நோக்கும் கற்றல் பயன்பாடும் (2020 -2021)

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
III	பொதுத்தமிழ்	LA13A	90	3

பாடத்திட்டத்தின் நோக்கம்

சைவம், வைணவம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. பழந்தமிழ் மன்னர்களின் நீதியை விளக்கும் வகையில் உரைநடை அமைக்கப்பட்டுள்ளது. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

· அறிவியலுக்கும் ஆன்மிகத்துக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

· இறைப்பணியோடு மக்கள் பணி செய்த இறை அன்பர்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III. மொழிப் பயிற்சி

அலகு - 1

அ, தேவாரம் - திருநாவுக்கரசர் (நமச்சிவாயப் பதிகம்)

ஆ, திருவாசகம் - மாணிக்கவாசகர்

(திருவெம்பாவை முதல் 10 செய்யுள்கள்)

இ, நாலாயிரத்திவ்யப்பிரபந்தம் - ஆண்டாள்

(நாச்சியார் திருமொழி - வாரணம் ஆயிரம் தொடங்கி..10 செய்யுள்கள்)

அலகு - 2

கம்பராமாயணம் - கம்பர் - கும்பகருணன் வதைப்படலம்

அலகு - 3

பெரியபுராணம் - சேக்கிழார் - காரைக்கால் அம்மையார் புராணம்

அலகு - 4

உரைநடை - மனுமுறைகண்ட வாசகம் - இராமலிங்க அடிகளார்

அலகு - 5

தமிழிலக்கிய வரலாறு

அ. பல்லவர் கால பக்தி இலக்கியங்கள்

ஆ. பிற்காலச் சோழர்காலப் பேரிலக்கியங்கள்

இ. காப்பிய இலக்கிய வரலாறு

அலகு - 6

மொழிப்பயிற்சி

1.தனியார் நிறுவனத்துக்கு வேலைவாய்ப்பு வேண்டி விண்ணப்பம் எழுதுதல்,

2. ஊராட்சி, பேரூராட்சி, நகராட்சி, மாநகராட்சிக்கு,

அ) தெருக்குழாய் குடிநீர் இணைப்பு வேண்டி

ஆ) வீட்டுக்குக் குடிநீர் இணைப்பு வேண்டி

இ) தெருக்குப்பைகளை அப்புறப்படுத்த வேண்டி

ஈ) கொசுத்தொல்லையை நீக்க மருந்து தெளிக்க வேண்டி

உ) வெறிநாய்களைக் கட்டுப்படுத்த வேண்டி

ஊ) தெருச்சாலைகளைச் செப்பனிட வேண்டி

எ) இரயில் பாதையின் மேல் மேம்பாலம் கட்டவேண்டி

விண்ணப்பம் எழுதுதல்.

பாடத்திட்டத்தின் பயன்கள்

- இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.
- சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.
- நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல்.

➤ பக்தி இலக்கிய ஓதலின் வழி இறைச்சிந்தனையை

மேம்படுத்துதல்.

➤ தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

· சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ் மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு Foundation Course - Part - Tamil - For I & II Semesters

Common to all undergraduate course and Five Year Integrated

postgraduate courses. 2016 - 2017 onwards.

· தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

· மொழிப்பயிற்சிReference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த

பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

FOUNDATION COURSE: PAPER LLL-FRENCH III

SEMESTER III	Subject Title	Subject Code	Total Hours	Credit
	Translation, Comprehension and Grammar- I	CLK3V	90	3

LEARNING OBJECTIVES

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. -enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. -discover another world, another people, another way of life.
4. -make them more accepting of people who differ from them.

LEARNING OUTCOME:

Learners are able

1. - to comprehend and express themselves well
2. - to have an interest to look into another world
3. - to improve communication skills
4. - to perform well in the University Exams

SYLLABUS:

GRAMMAR COMPONENTS:

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

TEXTS:

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain dès l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

FOUNDATION COURSE IN HINDI

SEMESTER III	Subject Title	Subject Code	Total Hours	Credit
	Ancient Poetry and Introduction to Hindi	CLE3H	90	3

I. COURSE OBJECTIVES:

The objectives of the course is to

1. Describe the beginning stage of Hindi literature in the development of Hindi
2. language.
3. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of
4. Indian poets.
5. Understand the importance of Bhakthikaal in bringing the unity in diversity.
6. Describe the History of Hindi literature
7. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for
8. the development of Hindi literature and the society.

II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and
3. Meera bai respectively by relating it with philosophy of life.
4. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
5. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
6. Knowledge about the Aadhikaal of its artitect skill, Reethikall of its shringarras.
7. Knowledge about the Idolless worship and Prem Marga cult of literature.
8. Knowledge about the Histry of Hindi Litratue upto Reethi Kaal.

LESSONS PRESCRIBED:

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

2. INTRODUCTION TO HINDI LITERATURE (UP TO REETHIKAAL) LESSONS PRESCRIBED :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
 2. Chand Baradai 2. Vidhyapathi and their Works
2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works
3. Literary Trends of Reethikaal – Important Poets :
 1. Bihari 2. Bhushan 3. Ghananan

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

LESSONS PRESCRIBED:

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)

UNIT - III

6. Biharilal (Dohas 1 to 5)
 1. Tulasidas – Vinay ke Pad only
 2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
 3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
 4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. iharilal (Dohas 1 to 5)
2. L erary Trends of Reethikaal
3. mportant Poet: Bihari and his works
4. hushan and his works and Ghananand and his works

1. Ancient Poetry

PRESCRIBED TEXT BOOK: Selections in Poetry (2007) Reference Books:

1. Hindi Sahithya Ka Itihas By: Ramchandra Shukla, Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
2. Hindi Sahithya Yug Aur Pravritthiya By: Dr.SivakumarVarma, Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka SybodhItihas By: Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

LANGUAGE THROUGH LITERATURE – I

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
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III	LANGUAGE THROUGH LITERATURE – I	LZ13B	60	3
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LEARNING OBJECTIVES:

1. To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
2. To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
3. To stimulate interest in acquiring twenty first century skills
4. To engage in self-assessment activities for self- development
5. To help absorb the values, ethics and attitudes of life and culture expressed in literature

LEARNING OUTCOMES:

After completing the course, the students will be able to

1. reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts.
2. Become aware of commonly occurring errors and avoid committing them in language use.
3. Rewrite words and sentences by changing their forms and use them appropriately.
4. Show improvement in their pronunciation.
5. Attempt different kinds of writing – essays, emails, blogs, letters etc.
6. Prepare resumes to face interviews.
7. Convert short stories into plays or skit.
8. Role play the scenes and make a dramatic presentation of the scenes.
9. Create a webpage for themselves and others.
10. Show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres.

SYLLABUS:

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Ethics	1.1 Humanities vs Sciences <i>S. Radhakrishnan</i>	Vocabulary skills <ul style="list-style-type: none">• Etymology• Etymological derivation of words Grammar skills <ul style="list-style-type: none">• Tenses• The simple present vs the presentcontinuous tense• The simple past vs present perfect tense
	Worksheet 1.1	

Learning	1.2 Wings of Fire (An Extract) <i>A. P. J. Abdul Kalam</i>	Vocabulary skills <input type="checkbox"/> One-word substitutes / meanings of expressions Grammar skills <input type="checkbox"/> Combining sentences
	Worksheet 1.2	
Society	1.3 On the Rule of the Road <i>A. G. Gardiner</i>	Vocabulary skills <ul style="list-style-type: none"> Some literary devices Word association Grammar skills <ul style="list-style-type: none"> Error identification Types of questions: Wh- and Yes/No
	Worksheet 1.3	

UNIT 2: POETRY[12 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Values	2.1 Leisure <i>W. H. Davies</i>	Vocabulary skills <ul style="list-style-type: none"> Content words and function words Compound words Grammar skills <ul style="list-style-type: none"> Punctuation Use of punctuation marks Conversion of sentences <ul style="list-style-type: none"> Active and passive voice Reported speech
	Worksheet 2.1	
Science	2.2 The Secret of the Machines <i>Rudyard Kipling</i>	Vocabulary skills <ul style="list-style-type: none"> Commonly confused words Prefixes and suffixes Negative prefixes
	Worksheet 2.2	

		<p>Grammar skills</p> <ul style="list-style-type: none"> • Conversion of word class
Environment	<p>2.3</p> <p>Water <i>Ralph Waldo Emerson</i></p>	<p>Vocabulary skills</p> <ul style="list-style-type: none"> • Homophones • Homonyms • Homographs <p>Grammar skills</p> <ul style="list-style-type: none"> • Gerunds • Participles
	Worksheet 2.3	
Sports	<p>2.4</p> <p>Casey at the Bat <i>Earnest Lawrence Thayer</i></p>	<p>Vocabulary skills</p> <ul style="list-style-type: none"> • Completing words <p>Grammar skills</p> <ul style="list-style-type: none"> • Phrasal verbs
	Worksheet 2.4	
Satire	<p>2.5</p> <p>Very Indian Poem in Indian English <i>Nissim Ezekiel</i></p>	<p>Vocabulary skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Metonymy <p>Grammar skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated grammar activities <input type="checkbox"/> Cloze test
	Worksheet 2.5	

UNIT 3: SHORT STORIES[15 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Attitude	3.1 Witches' Loaves <i>O. Henry</i>	Pronunciation <ul style="list-style-type: none"> • Tongue twisters • Pronouncing words of foreign origin • Using a dictionary to understand pronunciation
	Worksheet 3.1	
Fantasy	3.2 The Country of the Blind <i>H. G. Wells</i>	Writing skills <ul style="list-style-type: none"> • Descriptive writing • Narrative writing • Writing long essays
	Worksheet 3.2	
Humour	3.3 The Boy Who Broke the Bank <i>Ruskin Bond</i>	Writing skills <ul style="list-style-type: none"> • Converting a story into a play
	Worksheet 3.3	
Social Justice	3.4 The Squirrel <i>Ambai</i>	Writing skills <ul style="list-style-type: none"> • Filling forms • Letter writing
	Worksheet 3.4	

UNIT 4: NON-FICTION[14 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine <i>John Thornhill</i>	Writing skills <ul style="list-style-type: none"> • Writing blogs • Creating vlogs
	Worksheet 4.1	
Social Media	4.2 Facebook Is Making Us Miserable <i>Daniel Gulati</i>	Writing skills <ul style="list-style-type: none"> • Writing emails
	Worksheet 4.2	
Culture	4.3 One World One Culture <i>Kenneth J. Pakenham, Jo McEntire, Jessica Williams</i>	Writing skills <ul style="list-style-type: none"> • Résumés • Cover letters • Format of a cover letter Speaking skills <ul style="list-style-type: none"> • Introduction to job interviews
	Worksheet 4.3	
Food and Nutrition	4.4 Portion Size is the Trick!!! <i>Ranjani Raman</i>	Writing skills <ul style="list-style-type: none"> • Argumentative essays
	Worksheet 4.4	

UNIT 5: SCENES FROM SHAKESPEARE[14 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Nature	5.1 The Merchant of Venice [Act IV, Scene I; Lines 170–419]	Writing skills <ul style="list-style-type: none"> • Recreating a court scene • Role play
	Worksheet 5.1	
	5.2 Henry IV Part I [Act II, Scene 4]	Writing skills <ul style="list-style-type: none"> • Creating a webpage
	Worksheet 5.2	
Formative Assessment [5 Hours]		Unit- end Assessment Tasks I- V

CORE-IV: GENERAL CHEMISTRY – III**BCY-DSC04**

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
III	CORE-IV: GENERAL CHEMISTRY – III	SD23A	75	4

COURSE OBJECTIVES:

- Students will understand the general characteristics of Nitrogen and Oxygen families.
- Learning the chemistry of Halogens and noble gases.
- Learning the mechanism of Nucleophilic substitution and Elimination reactions.
- Learning the fundamentals of the reaction mechanisms of aromatic and heterocyclic compounds.
- Students will learn the basic concepts of Thermodynamics and Thermochemistry.

COURSE OUTCOMES:

- To understand the basic characteristics of nitrogen and oxygen families and their structure, chemistry of ozone and classification and properties of oxides.
- To understand the chemistry of Halogens and noble gases – their position in the periodic table, preparation, properties and structure.
- To learn the SN1, SN2, SNi, E1, E2 and E1CB reactions and their mechanism.
- To know about the various properties of benzene and polynuclear aromatic hydrocarbons.
- To understand the basic concepts like Internal Energy (E), Enthalpy (H) and Heat capacity and Kirchoff equation with derivation in thermodynamics and thermochemistry.

UNIT-I:**CHEMISTRY OF NITROGEN AND OXYGEN FAMILIES (15hrs)**

1.1 Group VA elements: General characteristics of Group VA elements; chemistry of $\text{H}_2\text{N}-\text{NH}_2$, NH_2OH , HN_3 and HNO_3 . Chemistry of PH_3 , PCl_3 , PCl_5 , POCl_3 , P_2O_5 and oxyacids of phosphorous (H_3PO_3 and H_3PO_4).

1.2 Group VIA elements: General properties of group VIA elements - Structure and allotropy of elements-chemistry of ozone - Classification and properties of oxides - oxides of sulphur and selenium - Oxyacids of sulphur (Caro's and Marshall's acids).

UNIT II: CHEMISTRY OF HALOGENS AND NOBLE GASES (15hrs)

2.1 Chemistry of Halogens: General characteristics of halogen with reference to electronegativity, electron affinity, oxidation states and oxidizing power. Peculiarities of fluorine. Halogen acids (HF, HCl, HBr and HI), oxides and oxyacids (HClO₄). Inter-halogen compounds (ICl, ClF₃, BrF₅ and IF₇), pseudo halogens [(CN)₂ and (SCN)₂] and basic nature of Iodine.

2.2 Noble gases: Position in the periodic table. Preparation, properties and structure of XeF₂, XeF₄, XeF₆ and XeOF₄; uses of noble gases- clathrate compounds.

UNIT III: NUCLEOPHILIC SUBSTITUTION AND ELIMINATION REACTIONS (10hrs)

3.1 Nucleophilic substitution: S_N1, S_N2 and S_Ni reactions-mechanisms, stereochemistry - effect of solvent, structure of substrate, nucleophilicity of the reagent [nucleophile] and nature of the leaving group.

3.2 Elimination reactions: E1, E2 and E1CB reactions and mechanisms: Hofmann and Saytzeff rules. Elimination vs Substitution.

UNIT IV: BENZENE AND POLYNUCLEAR AROMATIC HYDROCARBONS (15hrs)

Aromaticity - conditions for aromaticity - resonance stabilization energy - Hückel rule with respect to benzene, naphthalene, anthracene and phenanthrene; Electrophilic substitution in benzene-general mechanism; nitration, sulphonation, halogenations, Friedel-Crafts alkylation and acylation. Orientation [directive influence] and reactivity in mono substituted benzenes. Polynuclear hydrocarbons-naphthalene, anthracene and phenanthrene-preparation, properties and uses.

UNIT V: THERMODYNAMICS-I (20 hrs)

5.1 Terminology of thermodynamics-Thermodynamic equilibrium-nature of work and heat-First law of Thermodynamics-statement-definition of Internal Energy (E), Enthalpy (H) and Heat capacity. Relation between C_p and C_v. Calculation of W, q, dE and dH for expansion of ideal and real gases under isothermal and adiabatic condition of reversible and irreversible processes. Joule- Thompson effect and Coefficient (μ_{JT})-Calculation of μ_{JT} for ideal and real gases - Inversion temperature.

5.2 Thermochemistry - Relation between enthalpy of reaction at constant volume (q_v) and at constant pressure (q_p) - Temperature dependence of heat of reaction - Kirchoff equation-Derivation and application-Enthalpy of formation and combustion - Bond energy and its calculation from thermochemical data.

TEXTBOOKS :

1. Puri B.R., Sharma L.R. and Pathania M.S., Principles of Physical Chemistry, 47th ed., New Delhi, Vishal Publishing Co.,2016.
2. Puri B.R., Sharma L.R. and Kalia K.C., Principles of Inorganic Chemistry, 33th ed., New Delhi, Milestone Publishers and Distributors,2016.

3. Soni P.L., and Chawla H.M., Textbook of Organic Chemistry, 29th ed., New Delhi, Sultan Chand & Sons, 2007.
4. Jain M K and Sharma S C, Modern Organic Chemistry, Vishal Publications,2018.

REFERENCE BOOKS

1. Lee J.D. Concise Inorganic Chemistry, 5th ed., Blackwell Science,2005.
2. Soni, P.L. and Mohan Katyal. Textbook of Inorganic Chemistry, 20th ed., Sultan Chand & Sons, 2006.
3. Glasstone Samuel. Textbook of Physical Chemistry, 2nd ed., Macmillan India Ltd.,1990.
4. Soni P.L., Dharmarha O.P. and Dash U.N Textbook of Physical Chemistry, 23rd ed., New Delhi, Sultan Chand & Sons,2011.
5. Graham Solomons T.W. Organic Chemistry, 3rd ed., John Wiley & Sons.
6. Morrison R.T. and Boyd R.N., Organic Chemistry, 6th ed., Pearson Education, Asia,2002.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	M	M	M	M
CO3	S	S	M	M	M
CO4	M	M	M	S	M
CO5	M	M	M	S	S

KEY: S – Strong, M – Medium, L - Low

ALLIED PHYSICS-I

(For B.Sc., Mathematics, Chemistry and Computer Science students)

SEMESTER III	Subject Title	Subject Code	Total Hours	Credit
	ALLIED PHYSICS-I	SR3AA	60	3

COURSE OBJECTIVE:

This paper introduces the students to the basic concepts of Elasticity, Rotational motion, Heat and thermodynamics, Sound, Optics, Atomic and Nuclear Physics

LEARNING OUTCOME:

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

1. Explore the fundamental concepts of physics.
2. Import knowledge about the importance of material properties, heat, sound, optics, atomic and nuclear physics.
3. Understand the energy involved in nuclear reaction.
4. Carry out the practical by applying these concepts.
5. Get depth knowledge of physics in day today life.

UNIT I: PROPERTIES OF MATTER

Young's modulus – Rigidity modulus – Bulk modulus – Poisson's ratio (definition alone) –Bending of beams – Expression for Bending Moment – Determination of Young's Modulus –Uniform and Non-Uniform bending.

Expression for Couple per unit twist – Work done in twisting a wire – Torsional oscillations of a body– Rigidity modulus of a wire and M.I. of a disc by Torsion Pendulum.

UNIT II: VISCOSITY

Viscosity – Viscous force – Co-efficient of Viscosity – Units and Dimensions – Poiseuille's formula for co-efficient of viscosity of a liquid – determination of co-efficient of viscosity using burette and comparison of Viscosities - Bernoulli's theorem – Statement and proof – Venturimeter – Pitot tube.

UNIT III: CONDUCTION, CONVECTION AND RADIATION

Specific heat Capacity of Solids and Liquids – Dulong and Petit's law – Newton's law of Cooling – Specific Heat Capacity of a Liquid by Cooling – Thermal Conduction – Coefficient of Thermal Conductivity by Lee's disc Method.

Convection Process – Lapse Rate – Green House Effect – Black Body Radiation – Planck's Radiation Law – Rayleigh Jean's Law, Wien's Displacement Law – Stefan's Law of Radiation. (No Derivations).

UNIT IV: THERMODYNAMICS

Zeroth and I Law of Thermodynamics – II law of Thermodynamics – Carnot's engine and Carnot's cycle – Efficiency of a Carnot's Engine – Entropy – Change in Entropy in Reversible and Irreversible Process – Change in entropy of a perfect gas – Change in Entropy when Ice is converted into steam.

UNIT V: OPTICS

Interference – Conditions for Interference Maxima and Minima – Air Wedge – Thickness of a Thin Wire – Newton's Rings – Determination of Wavelength Using Newton's Rings.

Diffraction – Difference Between Diffraction and Interference – Theory of Transmission Grating – Normal Incidence – Optical Activity – Biot's Laws – Specific Rotatory Power – Determination

of Specific Rotatory Power Using Laurent's Half Shade Polarimeter.

BOOKS FOR STUDY:

1. Properties of matter, Brijlal and Subramanyam, Eurasia Publishing co., New Delhi, III Edition 1983
2. Element of properties of matter, D.S.Mathur, S.Chand & Company Ltd, New Delhi, 10th Edition 1976
3. Heat and Thermodynamics, Brijlal & Subramanyam, S.Chand & Co, 16th Edition 2005
4. Heat and Thermodynamics, D.S. Mathur, Sultan Chand & Sons, 5th Edition 2014.
5. Optics and Spectroscopy, R.Murugesan, S.Chand and co., New Delhi, 6th Edition 2008.
6. A text book of Optics, Subramanyam and Brijlal, S. Chand and co., New Delhi, 22nd

Edition 2004. Optics, Sathya Prakash, Ratan Prakashan Mandhir, New Delhi, VII Edition 1990.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	M	S	M	S
CO4	S	S	M	S	S
CO5	S	S	M	S	S

KEY: S – Strong, M – Medium, L - Low

ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL I

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
III	ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL I	TSSEC	30	2

LEARNING OBJECTIVES:

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

LEARNING OUTCOME:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

SYLLABUS:**UNIT- I: COMMUNICATION SKILLS FOR EFFECTIVE BUSINESS PRESENTATION:**

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- I I: NON VERBAL COMMUNICATION:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: FORMAL AND INFORMAL CONVERSATION:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict
8. Giving and taking information

UNIT- IV: ETIQUETTES FOR PUBLIC SPEAKING

1. Extempore
2. Lectures
3. Interviews
4. Group discussion

5. Telephone conversation
6. Business meetings

UNIT- V: ETIQUETTES FOR BUSINESS PRESENTATION:

1. Team Presentation
2. Individual presentation

FOURTH SEMESTER

பொதுத்தமிழ் - இரண்டாமாண்டு - நான்காம் பருவம்

PART - I - SECOND YEAR-

நோக்கும்கற்றல்பயன்பாடும் (2021 - 2022)

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	பொதுத்தமிழ்		90	3

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக்காப்பியங்கள், இதிகாசகாப்பியம், புராணம், கிறித்துவ

காப்பியம்,

இசுலாமியகாப்பியம்,

சிறுநிலக்கியங்கள் ஆகியவற்றிலிருந்து

தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன.

இந்த இலக்கியங்கள்

சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள்தோன்றிய வரலாற்றுப்பின்னணியையும்

வாழ்க்கைக்கூறுகளையும் கற்பதால்கலை இலக்கியங்களின் வேறுபாட்டை

உணரவைத்தல்.

கற்பனைவளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும்

உடைய நீண்டபுனைவேகாப்பியங்கள். இத்தகைய இலக்கியங்களின்

செழுமையையும் புலவர்களின்திறமையும் சமய அறக்கோட்பாடுகளையும்

எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பியஇலக்கியங்கள்தமிழகத்துக்கும்தமிழ்மொழிக்கும்தமிழ்
பண்பாட்டிற்கும்ஏற்றவகையில்அமைந்துள்ளமையைவிளக்கிக்கூறுதல்.
சிற்றிலக்கியங்கள்பாடுபொருளுக்கேற்பபடைக்கப்பட்டுள்ளமையை
உணரவைத்தல். இவைசார்ந்தஇலக்கியவரலாற்றினைக்கூறுவதும்
இப்பாடத்திட்டத்தின்நோக்கம்ஆகும்.

மொழிப்பயிற்சியில்துறைசார்கலைச்சொற்களைஅறிமுகப்படுத்திப்பு
திய

கலைச்சொற்களைஉருவாக்கவைத்தல்.
ஒவ்வொருமாணவர்களும்தங்கள்

சிந்தனைகளைவெளிகொணரும்வகையில்சிறுகதை, புதுக்கவிதை
போன்றவற்றைப்படைக்கத்தூண்டுதல். இதுவேஇப்பாடத்திட்டத்தின்
நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகிர்வு –

I இலக்கியம்

II அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III மொழித்திறன்

அலகு 1

1. சிலப்பதிகாரம் – ஊர்காண்காதை(முழுமையும்)
2. மணிமேகலை – பாத்திரமரபுகூறியகாதை (முழுமையும்)

அலகு 2

1. சீவகசிந்தாமணி – ஏமாங்கதநாட்டுவளம் 10 பாடல்கள்மட்டும்
2. குளாமணி – 5 பாடல்கள் (நாட்டுச்சருக்கம், நகரச்சருக்கம், தூதுசருக்கம், கல்யாணச்சருக்கம், சுயம்வரச்சருக்கம்)

அலகு 3

1. கம்பராமாயணம் – குகப்படலம்
2. பெரியபுராணம் – மெய்ப்பொருள்நாயனார்புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்புபேசியபடலம் (முழுமையும்)
2. தேம்பாவணி – வளன்சனித்தபடலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மைபிள்ளைத்தமிழ் – சப்பாணிபருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக்குறவஞ்சி - மலைவளம்

II இலக்கியவரலாறு

1. காப்பியஇலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமியஇலக்கியவரலாறு
4. கிறித்துவஇலக்கியவரலாறு

III மொழித்திறனறிதல்

- i. கலைச்சொற்கள்
- ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை

பாடத்திட்டத்தின்பயன்கள்

தனிப்பாடல்களாகஇருந்தஇலக்கியவகைநீண்டநெடியசெய்யுள்களால்

மாறியமரபுவேறுபாட்டைஉணரவைத்தல்.

தமிழ்க்காப்பியங்கள்வாயிலாகப்

பழந்தமிழகத்தின்பழமையானபுனைவுகள்பற்றிஅறிதல்.

மேலும்அக்கால

மக்களின்வாழ்வு,

சமயம்,

அரசியல்,

பண்பாடுபோன்றவைதெரிந்துகொள்ளுதல்.

பழந்தமிழகத்தின்இயற்கைச்சூழல், காலநிலைஆகியவற்றைப்

புரிந்துகொள்ளுதல். புராணக்கதைகளைவிளக்கமாகத்தெரிந்துகொள்ள
தூண்டுதல்.

படைப்புகளைச்சொந்தமாகஉருவாக்குவதால்ஒவ்வொருமாணவனின்

சிந்தனையும்மனநிலையும்உணர்தல்.

மேலும்மாணவர்கள்போட்டித்தேர்வுகளில்

இவ்விலக்கியம்சார்ந்தகேள்விகளுக்குவிடையளித்தல். ஆகியவை

இப்பாடத்திட்டத்தின்பயன்கள்ஆகும்.

பாடநூல்:

· சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ்

மூன்றாம்மற்றும்நான்காம்பருவங்களுக்குரியது.

· தமிழ் - பகுதி 1 - சென்னைப்பல்கலைக்கழகம்வடிவமைத்த

பாடத்திட்டங்கள்ஆகையால்குறிப்புதவிநூல்என்றுதனியாகஇல்லை

FRENCH IV

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	TRANSLATION, COMPREHENSION AND GRAMMAR-L	CLK4W	90	3

LEARNING OBJECTIVES

In teaching French we aim to

- Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French.
- Discover another world, another people, another way of life.
- Make them more accepting of people who differ from them.

LEARNING OUTCOME:

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

GRAMMAR COMPONENTS:

- Le passé simple
- Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but

- L'expression de la concession
- L'expression de la condition et de l'hypothèse

PRESCRIBED TEXTBOOK:

K. Madanagobalane & N.C. Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017.

MODERN POETRY AND INTRODUCTION TO HINDI LITERATURE

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	Modern Poetry and Introduction to Hindi Literature	CLE4J	90	3

I. COURSE OBJECTIVES:

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhu Nic Kaal.
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concern, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, BharathenduHarichandra, etc. Influence of British rule on Indian society.

II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunik Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.

6. Major impact on the development of society, helps shaping civilizations, bringing Transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.

7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

UNIT -I

1. Asha – (Jayashankar Prasad)

2. Tum Logon se Door (Nagarjun)

3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)

2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)

3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)

2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories

2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,

2. Mahadevi Varma, Panth, Dinakar, Premchand,

3. Yashpaal Jainendra Kumar, Mohan Rakesh,

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras .

Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.

2. Hindi Sahithya Yug Aur

Pravrithiya By:

Dr. Sivakumar Varma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka SybodhItihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

LANGUAGE THROUGH LITERATURE - II

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	Language through Literature - II		60	3

COURSE OBJECTIVE:

1. To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
2. To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
3. To stimulate interest in acquiring twenty first century skills
4. To engage in self-assessment activities for self- development
5. To help absorb the values, ethics and attitudes of life and culture expressed in literature

LEARNING OUTCOMES:

After completing the course, the students will be able to

1. Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
2. Become aware of commonly occurring errors and avoid committing them in language use
3. Rewrite words and sentences by changing their forms and use them appropriately.
4. Show improvement in their pronunciation.
5. Attempt different kinds of writing – essays, emails, blogs, letters etc.
6. Prepare resumes to face interviews.
7. Convert short stories into plays or skit.
8. Role play the scenes and make a dramatic presentation of the scenes.
9. Create a webpage for themselves and others.
10. Show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres.

SYLLABUS:

UNIT 1 : History Makers			
THEME	TEXTS	WRITING SKILLS	
	1.1 My Experience with ALS By Stephen Hawking	➤ Gathering details and information – Brainstorming ➤ Listing events and experiences ➤ Creating Mind Map ➤ Pre-Writing, Writing and Rewriting/ Revising	
	1.2 Vikram Sarabhai	Writing Autobiographical and Memoirs (Writing about one's own personality) ➤ Biographical, personalities	

UNIT 2 : Self Help Essays			
THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)	
	2.1 Attitude by Margaret Atwood	➤ Journal Writing ➤ Social events ➤ Festivals ➤ Sports ○	
	2.2 Creativity	➤ Travel writing ,	

	By Edward de Bono.	<ul style="list-style-type: none"> ➤ Preparing Itineraries ➤ Natural calamities, ➤ Environment 	
UNIT 3 : Contemporary Writings from India			
THEME	TEXTS	Critical / Analytical Writing	
	3.1 The Future of jobs By Amitabh Kant	<ul style="list-style-type: none"> ➤ Reading and analysing Media reports ➤ Social Media Posts and comments 	
	3.2 Education and the English Language By Shashi Tharoor	<ul style="list-style-type: none"> ➤ Film review ➤ Writing opinions ➤ Appraisal 	

Unit 4: Regional Indian Literature in Translation

THEME	TEXTS	ENGLISH LANGUAGE SKILLS Critical / Analytical Writing	
	POETRY 4.1 Those who have lost the Nectar by O N V Kurup (Translated from Malayalam by S. Velayudhan)	<ul style="list-style-type: none"> ➤ Translation ➤ Short poems – acrostics etc ➤ Critique/ Culture study 	
	4.2 “Some People Laugh, Some People Cry” by Sri Srinivasa Rao (Translated from Telugu by V. Narayana Rao and A. K. Ramanujam)	<ul style="list-style-type: none"> ➤ Fill in the story , ➤ expanding stories, ➤ rewriting tales ➤ Comic strips and cartoons 	
	4. 3 The Rogue by Atulananda Goswami. (Translated from Assamese by the author)		
	SHORT STORY		

	4.4 The Holy Panchayat by Premchand (Translated from Hindi by Reshme Sehgal)		
	4.5 The Card-Sharper's Daughter by V. M. Basheer (Translated from Malayalam by K. M. Sheriff)		
UNIT 5 : Fiction			
THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)	
	The White Tiger By Aravind Adiga Harper Collins Publishers	➤ Creative writing ➤ Critical thinking	

PAPER - VI GENERAL CHEMISTRY - IV

SEMESTER	Subject Title	Subject Code	Total Hours	Credit
IV	PAPER - V GENERAL CHEMISTRY - IV	SD24A	75	4

COURSE OBJECTIVES

- To understand the chemistry of Redox reactions.
- To understand the General characteristics of d-Block elements.
- To learn about the preparation and properties of Heterocyclic compounds and dyes.
- To know about the nomenclature, preparation and properties of alcohols, thiols, ethers and thioethers.
- To understand the limitation of I law of thermodynamics and the need of II law of thermodynamics.

COURSE OUTCOMES

- To understand the concept of covalency, definition of oxidation and reduction and to learn the balancing of redox equations by various methods.
- The electronic configuration and properties of transition elements will be well understood.
- To know the Nomenclature, Preparation, properties and reactions of heterocyclic compounds and also a detailed study of various dyes – their colour, constitution, preparation and uses.
- To learn the preparation of monohydric, dihydric (Ethylene glycol) and trihydric (Glycerol) alcohols and specific reactions of alcohols like Dehydration, oxidation, and esterification – structure, preparation, and properties of thiols.
- To understand the second Law of Thermodynamics, Carnot's cycle and efficiency of heat engine, Carnot's theorem and a varied learning of Gibb's Helmholtz equations and Maxwell's relations.

UNIT I: CHEMISTRY OF REDOX REACTIONS

(10 hrs)

Covalency- oxidation number- oxidation state - difference between oxidation number and valency-rules for calculating oxidation number - definition of oxidation and reduction - redox reactions and half reactions - oxidising agents and reducing agents - equivalent weights of oxidising and reducing agents - auto oxidation and induced oxidation - balancing of redox equations by oxidation number method and ion-electron method

UNIT II: CHEMISTRY OF d- BLOCK ELEMENTS

(15 hrs)

Transition Elements - Electronic configuration - General periodic trend –Atomic and ionic radii, metallic character, melting and boiling points, ionisation energy, oxidation state,

reactivity, colour and tendency to form complexes- Group study of Titanium, Vanadium, Chromium, Manganese, Iron, Cobalt, Nickel and Zinc groups - galvanization, Evidences for the existence of mercurous ion as Hg_2^{2+} .

UNIT III: HETEROCYCLIC COMPOUNDS AND DYES (15 hrs)

3.1 Hetero cyclic compounds

Nomenclature, Preparation, properties and reactions of Furan, Pyrrole, Thiophene and Pyridine. Comparative study of basicity of pyrrole and pyridine with aliphatic amines. Synthesis and reactions of Indole, Quinoline and Isoquinoline.

3.2 Dyes

Theory of colour and constitution. Preparation and uses of: Azo dye - Bismark brown, Triphenyl methane dye - malachite green, phthalein dye - fluorescein, anthraquinone dye-alizarin and vat dye-indigo.

UNIT IV:

4.1 ALCOHOLS AND THIOLS (15hrs)

Monohydric, dihydric (Ethylene glycol) and trihydric (Glycerol) alcohols: Nomenclature, preparation of alcohols from alkenes, alkyl halides, Grignard reagent and carbonyl compounds. Reactions of alcohols-Dehydration, oxidation, action of Grignard reagent, dehydrogenation using copper and esterification.

Thiols: Nomenclature, structure, preparation and properties

4.2 ETHERS AND THIOETHERS

Ethers: Nomenclature, structure, preparation, properties and uses of dimethyl ether, diethyl ether, ethyl methyl ether, anisole and phenetole.

Thioethers: Nomenclature, structure, preparation, properties and uses.

UNIT5: THERMODYNAMICS-II

(20hrs)

Second Law of Thermodynamics - Limitations of first law & Need for the second law - Different statements of the law - Carnot's cycle and efficiency of heat engine-Carnot's theorem- Concept of Entropy - Definition and physical significance of entropy - Entropy as a function of P, V and T-Entropy changes during phase changes - Entropy of mixing- Gibb's free energy (G) and Helmholtz free energy (A) - Variation of A and G with P, V and T - Gibb's Helmholtz equation and its applications - Thermodynamic equation of state - Maxwell's relations.

TEXT BOOKS

1. Puri B.R., Sharma L.R. and Pathania M.S., Principles of Physical Chemistry, 44th ed., New Delhi, Vishal Publishing Co., 2009.
2. Puri B.R., Sharma L.R. and Kalia K.C., Principles of Inorganic Chemistry, 30th ed., New Delhi, Milestone Publishers and Distributors, 2009.

3. Soni P.L., and Chawla H.M., Textbook of Organic Chemistry, 29th ed., New Delhi, Sultan Chand & Sons, 2007.
4. Jain M.K, Sharma S.C. Modern Organic Chemistry, Vishal Publishing Co., 2018

BOOKS FOR REFERENCES

1. Glasstone S. And Lewis D., Elements of Physical Chemistry, 2nd ed., MacMillan & Co. Ltd., London.
2. Morrison R.T. and Boyd R.N., Organic Chemistry, 6th ed. Pearson Education, Asia, 2002
3. Bahl B.S. and ArunBahl, Advanced Organic Chemistry, 12th ed., Sultan Chand & Co., New Delhi, 1997.
4. Madan R.D. SathyaPrakash's Modern Inorganic Chemistry, 2nd ed., S.Chand& Co. Ltd, New Delhi, 1990.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	M
CO2	S	M	M	S	M
CO3	M	M	S	S	M
CO4	M	M	M	S	M
CO5	S	M	M	M	S

KEY: S – Strong, M – Medium, L - Low

CORE-VI: MAJOR PRACTICAL - II**BCY-DSC06**

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	SEMI-MICROQUALITATIVE ANALYSIS		90	3

Semi-Micro Qualitative Analysis

1. Analysis of simple acid radicals: carbonate, sulphate, chloride, bromide, iodide, nitrate.
2. Analysis of interfering acid radicals: Fluoride, oxalate, borate, phosphate.
3. Elimination of interfering acid radicals and identifying the groups of basic radicals.
4. Analysis of basic radicals (group-wise): Lead, copper, bismuth, cadmium, iron, aluminium, zinc, manganese, nickel, cobalt, calcium, strontium, barium, magnesium, ammonium.
 - a. Analysis of a mixture containing two cations and two anions (of which one is interfering type)
5. Each student is expected to do the analysis of at least 10 mixtures.

BOOK FOR REFERENCE

1. Venkateswaran V, Veeraswamy R., Kulandivelu A.R., Basic Principles of Practical Chemistry, 2nd edition, New Delhi, Sultan Chand & Sons (1997)

LEARNING OUTCOMES

1. Students will have a firm foundation in the fundamentals and application of current chemical and scientific theories.
2. Students will be able to understand and carry out scientific experiments as well as accurately record and analyse the results.
3. Students will appreciate the central role of chemistry in our society and use this as a basis for ethical behavior in issues facing chemists including an understanding of safe handling of chemicals, environmental issues and key issues facing our society in energy, health and medicine.

ALLIED PHYSICS-II (THEORY)

(For B.Sc., Mathematics, Chemistry and Computer Science students)

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	ALLIED PHYSICS-II (THEORY)	SR3AB	60	3

COURSE OBJECTIVE:

This paper introduces the student to the basic concepts of current electricity, electronics and digital electronics.

LEARNING OUTCOME:

- Acquire knowledge on elementary ideas of electricity and magnetism
- Emphasize the significance of laws involved in electric circuits
- Understand the basics of operational amplifier
- Apply the principles of electronics in day to life
- Apply the characteristics of electronic devices in practicals.

UNIT I: CURRENT ELECTRICITY

Ohm's law – Law of resistance in series and parallel – Specific resistance – capacitors – capacitors in serial and parallel – Kirchoff's laws – Wheatstone's network – condition for balance

Carey-Foster's bridge – measurement of resistance – measurement of specific resistance –determination of temperature coefficient of resistance – Potentiometer – calibration of Voltmeter.

UNIT II: ELECTROMAGNETISM

Electromagnetic Induction – Faraday's laws – Lenz law – Self Inductance – Mutual Inductance – Experimental Determination-Coefficient of Coupling

A.C. Circuits – Mean value – RMS value – Peak value – LCR in series circuit – impedance – resonant frequency – sharpness of resonance.

UNIT III: Atomic and Nuclear Physics

Bohr's atom model – radius energy – Atomic excitation – Ionization potential – Frank and Hertz Method – Nucleus – Nuclear properties – Mass defect – Binding energy.

Radio isotopes – Uses of radio isotopes – Nuclear fusion and Nuclear fission – X-rays – Production – properties –Derivation of Bragg's law – uses of X-raysin industrial and medical fields.

UNIT IV: Analog Electronics

Semiconductor – PN junction diode – Bridge rectifier – Zener diode – Regulated power supply.

Transistor – Working of a transistor – Transistor characteristics: CE Configuration – current gain relationship between β and α – Transistor Characteristics – CE Configuration only – CE amplifier – feedback – Hartley oscillator – Colpitt's oscillator.

UNIT V: Digital Electronics

Number system – Decimal – Binary – Octal and Hexadecimal system – Double Dabble method – Binary addition, subtraction and multiplication– conversion of binary number to octal and hexadecimal numbers and vice versa.

Logic gates – OR, AND, NOT, XOR, NAND and NOR gates – truth tables – Half adder and Full adder circuits – Laws and theorems of Boolean's algebra – De Morgan's theorems.

Books for Study:

1. Electricity and Magnetism – R. Murugesan, S. Chand & co, 2001.
2. Modern Physics – R. Murugesan, S. Chand & co, 1998.
3. Basic Electronics – B.L. Theraja, S. Chand & co, 2003.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	M	S	S	S
CO3	S	S	M	S	S
CO4	S	M	S	S	M
CO5	M	M	S	S	S

KEY: S – Strong, M – Medium, L - Low

TSSD - ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL II

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL II	TSSD	30	2

LEARNING OBJECTIVES:

The main objectives of this course are

1. To help the students understand the role of kinesics and other paralinguistic elements in enriching their presentation skills.
2. To improve their skills in teamwork and group discussions.
3. To equip them with skills needed to face interviews and make effective presentations.

LEARNING OUTCOME:

After completing this course, the students would have

1. Learnt the importance of paralinguistic elements in enhancing their presentation
2. Learnt to work as a team, conduct and participate in group discussions
3. Face interviews and face presentations effectively.

SYLLABUS:

UNIT 1:

- Body Language - Kinesics
- Proxemics
- Para linguistic
- Chronemics
- Nuances of Speech Delivery
- Personality Development: Building self-esteem

UNIT II:

- Team work and participating in group discussions
- Team building and Team work
- Team briefing
- Role of Team leader
- Conflict resolution
- Methodology of Group discussions
- Role Functions in Group Discussion
- Types of Non-functional behaviour
- Improving group performance
- Participating in Mock group discussions

UNIT III:

- Interviews
- Types of Interviews
- preparing for interviews
- facing interviews
- reviewing performance
- participating in mock interviews

UNIT IV:

- Business Presentations
- Preparing successful presentations
- thinking about audience
- making effective use of visual aid
- Delivering presentation
- using prompts
- dealing with questions and interruptions
- Mock presentations

ALLIED PHYSICS –PRACTICALS**(At the end of even Semester - Any Fifteen Experiments) Credits:4****ALLIED PHYSICS-I & II – (PRACTICALS)****(At the end of even Semester - Any Fifteen Experiments)**

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	ALLIED PHYSICS-II (PRACTICALS)	SR3A1	90	4

Learning Objective:

- Will learn the strength of the material.
 - Will learn about the frequency of a.c mains
-
1. Young's Modulus by Non-uniform bending using Pin and Microscope
 2. Young's Modulus by Non-uniform bending using Optic lever–Scale and telescope
 3. Rigidity modulus by Static torsion method.
 4. Rigidity modulus by Torsional oscillations without mass
 5. Surface tension and Interfacial Surface tension–Drop Weight method
 6. Comparison of Viscosities of two liquids–Burette method
 7. Specific heat Capacity of a liquid–Half time correction
 8. Sonometer–Determination of a.c frequency
 9. Newton's rings–Radius of curvature
 10. Air wedge–Thickness of a wire.
 11. Spectrometer–Grating–Wavelength of Mercury lines–Minimum deviation method
 12. Potentiometer–Voltmeter Calibration
 13. P.O. Box–Specific resistance
 14. B.G.–Figure of Merit (table galvanometer)
 15. Construction of AND, OR, NOT gates–using diodes and Transistor
 16. Zener Diode–Characteristics
 17. NAND gate as a universal gate

Note: Use of Digital Balance Permitted**Book for Reference**

1. Venkateswaran V, Veeraswamy R., Kulandivelu A.R., Basic Principles of Practical Chemistry,
2. 2nd edition, New Delhi, Sultan Chand & Sons (1997).

ENVIRONMENTAL STUDIES

SEMESTER IV	Subject Title	Subject Code	Total Hours	Credit
	ENVIRONMENTAL STUDIES	ENV4B	60	2

LEARNING OBJECTIVES

1. To create the awareness about environmental problems
2. To develop an attitude of concern for the environment
3. Understand the process of on ecosystem, animals, and human health
4. To provide every person with opportunities to acquire the knowledge, values,
5. attitudes, commitment, and skills needed to protect and improve the environment.

LEARNING OUTCOME

1. Understood the foundational concepts of environmental science and they learnt the
2. interaction between organism and their environments drive the dynamics of
3. individuals, populations, communities and ecosystem.
4. They learnt the ecological basis for regional and global environmental issues.
5. Understood the historical and social context of environmental science thought and
6. research and the contributions of environmental science to the resolution of ethical, social and environmental issues in human affairs.
7. Learnt integrate facts, concepts and methods from multiple disciplines and apply to environmental **problems**.

UNIT 1: INTRODUCTION TO ENVIRONMENTAL STUDIES

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

UNIT 2 : ECOSYSTEM

(2 LECTURES)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:

Food chains, food webs and ecological succession, Case studies of the following ecosystem:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

UNIT 3:

NATURAL RESOURCES: RENEWABLE AND NON – RENEWABLE (6 lectures)

- Land resources and land use change: Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).
- Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

UNIT 4: BIODIVERSITY AND CONSERVATION (8 LECTURERS)

- Levels of biological diversity: genetics, species and ecosystem diversity,
Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

UNIT 5: ENVIRONMENTAL POLLUTION

(8 LECTURERS)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and Noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.

UNIT 6: ENVIRONMENTAL POLICIES & PRACTICES

(8 LECTURERS)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

UNIT 7: HUMAN COMMUNITIES AND THE ENVIRONMENT (7 LECTURES)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides.
- Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

UNIT 8: FIELD WORK

(6 LECTURES)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.

- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

(Equal to 5 Lectures)

SUGGESTED READINGS:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India.Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London,

ROUTLEDGE.

1. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
2. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
3. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
4. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
5. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
6. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
7. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
8. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.
9. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey &sons.osencranz,
10. A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
11. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
12. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
13. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
14. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.

- Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
15. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
- World Commission on Environment and Development.1987.Our Common Future.Oxford University Press.

FIFTH SEMESTER

Paper VII – INORGANIC CHEMISTRY I

Semester V	Subject Title	Subject Code	Total Hours	Credit
	PAPER VII INORGANIC CHEMISTRY – I	TAT6A	60	4

COURSE OBJECTIVES

- To understand the unique characteristics of lanthanide and actinide series
- To learn the fundamentals of coordination chemistry and its applications in analytical chemistry.
- To understand the biological importance of complexes.
- To understand the chemistry of binary compounds.
- Learning the theories of acids and bases

COURSE OUTCOMES:

- The learner understands the characteristic properties of lanthanides and actinides and their extraction from ores. Students learn about the importance and application of lanthanides and actinides in day-to-day life.
- Understands the fundamental theories of coordination compounds, their naming, and applications.
- Understands the structure of biologically important coordination complexes like haemoglobin, chlorophyll, and vitamin B complex.
- Various theories defining acids and bases are understood in detail by the student.
- Students can apply the theories of acid and bases to understand the feasibility of inorganic, organic reactions and the stability of complexes.

UNIT I: CHEMISTRY OF f-BLOCK ELEMENTS

(15 hrs)

General characteristics of f-block elements – Comparative account of lanthanides and actinides – Occurrence, Oxidation states, Magnetic properties, Colour and spectra – Lanthanides and Actinides Separation by ion-Exchange and Solvent extraction methods – Lanthanide contraction-Chemistry of thorium and Uranium-Occurrence, Ores, Extraction, properties and uses – Preparation, Properties and uses of ceric ammonium sulphate, thorium dioxide and uranyl acetate.

UNIT II: COORDINATION CHEMISTRY

(15 hrs)

Types of ligands, IUPAC Nomenclature, Isomerism – Ionisation, hydrate, linkage, ligand and coordination isomerism. Stereoisomerism-geometrical and optical isomerism in 4 & 6 coordinated complexes. Theories of coordination compounds – Werner's and Sidgwick's EAN concept, Valence

Bond theory – hybridisation, geometry and magnetic properties of $[\text{Ni}(\text{CN})_4]^{2-}$, $[\text{NiCl}_4]^{2-}$, $[\text{Fe}(\text{CN})_6]^{4-}$, $[\text{Co}(\text{NH}_3)_6]^{3+}$ and $[\text{CoF}_6]^{3-}$. Crystal field theory – spectrochemical series, splitting of d- orbitals in octahedral and tetrahedral complexes, low spin & high spin complexes. Explanation of colour and magnetic properties using CFT, comparison of VBT and CFT.

UNIT III: APPLICATION OF COORDINATION COMPOUNDS (12 hrs)

Application of coordination compounds – Estimation of nickel using DMG and aluminium using oxine. Estimation of hardness of water using EDTA. Biologically important coordination compounds - Chlorophyll, haemoglobin, vitamin - B₁₂ (their structure and applications). Metal Carbonyls: Mono and Poly nuclear Carbonyls of Ni, Fe, Cr, Co and Mn – Synthesis, structures and bonding.

UNIT IV: CHEMISTRY OF BINARY COMPOUNDS (10 hrs)

Classification, preparation, properties and uses of hydrides, borides, carbides and nitrides

UNIT V: CONCEPTS OF ACIDS AND BASES (8 hrs)

Theories of acids and bases – Arrhenius theory, Bronsted – Lowry theory – basicity of an acid and acidity of a base – relative strengths of acids and bases, Cady – Esley concept - general theory of solvent system, Lux – Flood concept, Lewis concept – Lewis acids – bases concept in coordination chemistry – classification of Lewis acids, Usanovich concept. Concept of Hard and Soft Acids and Bases (HSAB).

TEXT BOOK

Puri B.R., Sharma L.R. and Kalia K.C., Principles of Inorganic Chemistry, 33rd ed., New Delhi, Mile stone publishers and distributors, 2016.

BOOKS FOR REFERENCE

1. Lee J.D., Concise Inorganic Chemistry, 5th ed., Blackwell Science, 2005.
2. Sharpe Alan G. Inorganic Chemistry, ELBS and Longman, 1981.
3. Soni P.L., and Mohan katyal, Text book of Inorganic Chemistry, 20th ed., S.Chand & Co., New Delhi, 2006.
4. Malik Wahid U., Tuli G.D. and Madan R.D., Selected Topics in Inorganic Chemistry, 7th ed., S.Chand & Company Ltd., New Delhi, 2007.
5. James E. Huheey, Ellen A. Keiter, Richard L. Keiter and Okhil K. Medhi, Inorganic Chemistry: Principles of Structure and Reactivity, 4th ed., Pearson India, 2011.
6. Gurdeep Raj Chatwal and Harish Mehre, Advanced Inorganic Chemistry, 7th ed., Goel Publishing House, Meerut.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S

CO2	S	M	S	S	M
CO3	S	S	M	S	M
CO4	M	S	M	S	S
CO5	M	S	S	S	S

KEY: S – Strong, M – Medium, L - Low

Paper VIII – ORGANIC CHEMISTRY I

Semester V	Subject Title	Subject Code	Total Hours	Credit
	PAPER - VIII ORGANIC CHEMISTRY - I	TAT5B	60	4

COURSE OBJECTIVES

- To understand the acidic nature of phenol and its properties.
- To learn the reactions of aldehydes and ketones.
- To understand the chemistry of carboxylic acids and their derivatives.
- To know the chemistry of nitro compounds and amines.
- To understand the chemistry of aromatic halides and sulphonic acids.

COURSE OUTCOMES

- The acidic nature of Phenols, its stability due to resonance and its properties were understood. The use of phenol in manufacture of household products and as intermediates for industrial synthesis was understood well.
- The synthesis, physical and chemical properties and name reactions of Carbonyl compounds were learnt. The importance of reactions taking place inside living cells pertaining to carbonyl compounds by way of maintenance of life was well taught.
- Chemistry of carboxylic acids, acid derivatives and synthetic applications of acetoacetic ester and malonic ester were understood. The use of these compounds in the production of polymers, biopolymers and pharmaceutical drugs was understood.
- Chemistry behind nitro compounds that are widely used as chemical feedstock and used for synthesis of medicines, dyes, fertilizers, and plastics was learnt. Reactions of amines and its use in textile industry was understood well.
- Nomenclature of halides and sulphonic acids were learnt. Derivatives of sulphonic acids such as Na ion and its use in fuel cells was discussed.

UNIT-I: CHEMISTRY OF PHENOLS AND AROMATIC ALCOHOLS

(12 hrs)

Phenols: Nomenclature, synthesis of phenol from benzene sulphonic acid, chlorobenzene and cumene. - Properties – Acidity of phenols (explanation on the basis of resonance stabilization). Reactions similar to those of alcohols, ring substitution in phenol-orientation of phenolic group towards electrophiles, halogenation, nitration and sulphonation, Libermann's nitroso reaction, Reimer-Tiemann reaction, Kolbe-Schmidt reaction and coupling with diazonium salts and condensation reactions. Dihydric phenols and benzyl alcohols-preparation, properties and uses.

UNIT-II: CHEMISTRY OF CARBONYL COMPOUNDS.**(15 hrs)**

Nomenclature, structure of carbonyl compounds, acidity of alpha-hydrogen atom, keto-enol Tautomerism (proof for the two forms). Mechanism of nucleophilic addition with HCN, ROH, NaHSO₃, ammonia and its derivatives. Mechanism of Meerwein-Ponndorf Verley reduction, Clemmenson reduction, Wolf-Kishner reduction, aldol condensation, Claisen-Schmidt reaction, Cannizzaro reaction, haloform reaction, Perkin and Benzoin condensation reaction.

UNIT-III: CHEMISTRY OF CARBOXYLIC ACIDS AND THEIR DERIVATIVES (12 hrs)

Acidity of carboxylic acids, Effect of substituents on acidity, comparison of acid strengths of halogen substituted acetic acid and substituted benzoic acid.

Dicarboxylic acids: Preparation – from alkyl cyanides, cyclic ketones and halo esters. Reactions – action of heat, action of PCl₅ and NH₃.

Acid derivatives (Aliphatic): Synthesis and important properties of acid derivatives (acid chlorides, acid anhydrides, esters and amides). Acetoacetic and malonic esters-Preparation and synthetic applications.

UNIT-IV: CHEMISTRY OF NITROGEN COMPOUNDS (12 hrs)

Nitrobenzene-preparation, reduction in different media, conversion of nitrobenzene to m-dinitrobenzene and TNT. Amines: Nomenclature, Basicity of amines, effect of substituents on basicity of aliphatic and aromatic amines. Preparation-primary amines-(Gabriel synthesis and reduction of nitriles), secondary and tertiary amines-by the reduction of N-alkyl substituted amides.

Reactions of amines-primary aliphatic and aromatic amines with nitrous acid.

UNIT – V: AROMATIC HALIDES AND SULPHONIC ACIDS (9 hrs)

Aryl halides – Nomenclature, preparation, physical and chemical properties. Benzoyl chloride – Preparation, Physical and chemical properties.

Nomenclature of aromatic sulphonic acids – preparation and properties of aromatic sulphonic acids – benzene sulphonyl chloride, saccharin chloramine-T, sulphanilic acid and sulfanilamide

TEXT BOOKS

1. Arun Bahland Bahl B.S., A Text book of Organic Chemistry, S.Chand Publishing, 2016.
2. Soni, P.L., and Chawla H.M., Text book of Organic Chemistry, 29 th ed., New Delhi, Sultan Chand & Sons, 2007.

REFERENCE BOOKS:

1. Morrison, R.T. and Boyd R.N., Organic Chemistry, 6 th ed., Pearson Education, Asia 2002.
2. Graham Solomons, T.W.Organic Chemistry, 3 rd ed., John Wiley & Sons.
3. Carey Francis A., Organic Chemistry , 7th ed., New Delhi, Tata MacGraw Hill Education pvt Ltd., 2009.
4. Finar I.L., Organic Chemistry, 6th, Vol.(1& 2), England, Wesley Longman Ltd. 1996.

5. John E. McMurry, Organic Chemistry, 9th ed., Cengage Learning, 2015.
6. Agarwal O.P., Organic Chemistry Reactions & Reagents, 49th ed., Goel Publishing House, 2014.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	M
CO2	S	M	S	M	M
CO3	S	M	S	M	M
CO4	S	M	S	M	S
CO5	S	M	S	M	S

KEY: S – Strong, M – Medium, L - Low

Paper IX – PHYSICAL CHEMISTRY I

Semester V	Subject Title	Subject Code	Total Hours	Credit
	PAPER - IX PHYSICAL CHEMISTRY – I	TAT5C	60	4

COURSE OBJECTIVES

1. To introduce to concepts of thermodynamics such as equilibrium constant and entropy
2. To understand the fundamental concepts about solutions and the basis of separation techniques such as steam distillation and solvent extraction
3. To know phase rule and its application to one component and two component system
4. To understand colligative properties and methods of their determination
5. To understand the concept of conductance in electrochemistry.

COURSE OUTCOMES

1. The concepts of thermodynamics such as equilibrium constant and entropy was understood clearly. The application of Le-Chatliers Principles in production of NH_3SO_3 was explained. Clausius-Clapeyron equation - Skating Principles.
2. The fundamental concepts about solutions and the basis of separation techniques such as steam distillation and solvent extraction was studied.
3. The concept of phase rule was understood and its application to one component and two component system was studied in detail. The behaviour of a system under a particular set of conditions was discussed.
4. An introduction to colligative properties was given and methods of their determination was discussed. The salting of roads for melting ice quickly for safe driving was given as a practical application of Colligative properties.
5. The concept of conductance in electrochemistry and its application in demineralization and RO systems was studied in detail.

UNIT I: THERMODYNAMICS III**(12 hrs)**

Equilibrium constant and free energy change – Thermodynamic derivation of law of mass action – Equilibrium constants in terms of pressure and concentration (K_p and K_c) and their relation - Thermodynamic interpretation of Le-Chatelier's principle (Concentration, temperature, pressure and addition of inert gases). Systems of variable composition – Partial molar quantities – Chemical potential

– Variation of chemical potential with T, P and X (mole fraction) – Gibb's – Duhem equation. van't Hoff's reaction isotherm – van't Hoff's isochore – Clapeyron equation and Clausius – Clapeyron equation – Applications –

Third Law of Thermodynamics: Nernst heat theorem – Statement of third law and concept of residual entropy – Evaluation of absolute entropy from heat capacity data.

UNIT II: SOLUTIONS

(12 hrs)

Ideal and Non-ideal solutions. Concept of activity and activity coefficients – Completely miscible liquid systems – benzene and toluene. Raoult's law and Henry's law. Deviation from Raoult's law and Henry's law. Duhem-Margules equation. Azeotropes – HCl-water and Ethanol-water system – Partially miscible liquid systems – phenol-water, triethylamine-water and Nicotine-water systems. Completely immiscible liquids – principle and applications of steam distillation – Nernst Distribution Law-thermodynamic derivation, application to solvent extraction, limitations of distribution law

UNIT III: THERMODYNAMICS OF PHASE CHANGES

(10 hrs)

Definition of terms in the phase rule – Derivation and application to one component system water and sulphur – super cooling, sublimation. Two component systems – solid-liquid equilibria, simple eutectic (lead-silver), de-silverisation of lead – Compound formation with congruent melting point. (Mg-Zn) and incongruent melting point (Na-K). Solid solutions – (Ag-Au) de-silverisation of lead– freezing mixtures – KI-H₂O system and CuSO₄-H₂O systems

UNIT IV: DILUTE SOLUTIONS AND COLLIGATIVE PROPERTIES

(10 hrs)

Colligative properties – relative lowering of vapour pressure, osmosis – Law and osmotic pressure-isotonic solutions, effect of concentration and temperature on osmotic pressure – thermodynamic derivation of elevation of boiling point and depression in freezing point – determination molecular masses using the above properties – abnormal molecular masses and Van't Hoff factor – degree of association and degree of dissociation.

UNIT V: ELECTROCHEMICAL CONDUCTANCE

(16 hrs)

Electrical transport and conductance in metal and in electrolytic solution. Specific conductance and equivalent conductance. Measurement of equivalent conductance. Using Kohlraush's bridge. Arrhenius theory of electrolytic dissociation and its limitations. Weak and strong electrolyte according to Arrhenius theory Ostwald's dilution laws– applications and limitation. Variation of equivalent conductance with concentration. Migration of ion-ionic mobility. Kohlraush's law and its applications. The elementary treatment of the Debye-Huckel Onsager equation for strong electrolytes. Evidence for ionic atmosphere. The conductance at high fields (Wein effect) and high frequencies (Debye-Falkenhagen effect). Transport number & Hittorf's rule. Determination by moving boundary method. Application of conductance measurements – Determination of Λ_0 of strong electrolytes. Determination of K_a of weak acids. Determination of solubility product of a sparingly soluble salt. Conductometric titrations.

TEXT BOOK

Puri B.R., Sharma L.R., Pathania M.S., Principles of Physical Chemistry, 47th ed., Vishal Publishing Co., 2016.

REFERENCE BOOKS

1. Atkins P.W., Physical Chemistry, 5th ed., Oxford University Press, 1994.
2. Castellan G.V., Physical Chemistry, New Delhi, Orient Longmans.
3. Levine I.N., Physical Chemistry 6th ed., 2009.
4. Rajaram J. and Kuriacose J.C., Thermodynamics for students of chemistry 3rd ed., Shoban Lal & Co., 2013.
5. Bajpai D.N., Advanced Physical Chemistry, S. Chand Publishing, 2001.
6. Negi A.S. and Anand S.C., A Textbook of Physical Chemistry, John Wiley & Sons Pvt. Ltd., 1986.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	M	M	M	M
CO3	M	S	M	S	S
CO4	S	M	M	M	M
CO5	M	M	S	S	M

KEY: S – Strong, M – Medium, L - Low

MAJOR PRACTICAL PAPER X – GRAVIMETRIC ANALYSIS

LEARNING OBJECTIVES

1. To learn the gravimetric estimation of some anions and cations

LEARNING OUTCOMES

1. The gravimetric analysis of some anions and cations were carried out and the methodology was understood well.
2. Students learn to employ the gravimetric calculations

Semester	Subject Title	Subject Code	Total Hours	Credit
VI	INORGANIC QUANTITATIVE ANALYSIS – GRAVIMETRIC ANALYSIS		90	4

The students are expected to write the procedure during examination for which marks should be awarded as per the scheme of examination

1. Estimation of Lead as Lead chromate
2. Estimation of Barium as Barium chromate
3. Estimation of Nickel as Nickel - DMG complex.
4. Estimation of Calcium as Calcium oxalate
5. Estimation of Barium as Barium sulfate
6. Estimation of sulfate as Barium sulfate.
7. Estimation of Aluminium as Aluminium oxinate (for demonstration)
8. Estimation of Silver as Silver chloride (for demonstration)

BOOKS FOR REFERENCES

1. Venkateswaran, V. Veeraswamy R. Kulandaivelu A.R., Basic Principles of Practical Chemistry, 2nd Edition, New Delhi, Sultan Chand & Sons, (1997).
2. Jeffery G.H., Bassett J., Mendham J. And Denney R.C, Vogel's Text book of Quantitative Chemical Analysis, 5th ed., John Wiley & Sons Inc., New York, 1989.

MAJOR PRACTICAL PAPER XI– ORGANIC ANALYSIS AND PREPARATION

LEARNING OBJECTIVES

1. Learning to identify functional groups and element present in organic compounds
2. Preparation of some simple organic compounds

LEARNING OUTCOMES

1. The element and functional group present in the sample given for analysis was identified.
2. Simple organic compounds were prepared.

ORGANIC ANALYSIS AND PREPARATION

Semester	Subject Title	Subject Code	Total Hours	Credit
VI	ORGANIC ANALYSIS AND PREPARATION	BCY-DSC14	90	4

ORGANIC ANALYSIS

Analysis of simple organic compounds (a) characterization functional groups (b) confirmation by preparation of solids derivatives / characteristics colour reaction.

Note: 1. Mono - functional compounds are given for analysis. In case of bi-functional compounds, students are required to report any one of the functional groups.

2. Each student is expected to do the analysis of at least 15 different organic substances.

Recommended to adopt micro scale technique of organic analysis

ORGANIC PREPARATIONS

Preparation of Organic compounds involving the following chemical conversions

1. Oxidation 2. Reduction 3. Esterification 4. Acetylation 5. Hydrolysis 6. Nitration 7. Bromination 8. Diazotization 9. Osazone formation.

BOOKS FOR REFERENCE

1. Venkateswaran V., Veeraswamy R. and Kulandaivelu A.R.,

Basic Principles of Practical Chemistry, 2nd ed., New Delhi, Sultan Chand & Sons (1997)

3. Furniss, B.S., et al. Vogel's Textbook of Practical Organic Chemistry, 5th ed., Prentice Hall, 1989.

MAJOR PRACTICAL PAPER XII – PHYSICAL CHEMISTRY

LEARNING OBJECTIVES

1. To determine the order of chemical reactions
2. To do potentiometric and conductometric titrations

LEARNING OUTCOMES

1. The order of chemical reactions were studied
2. Theory behind potentiometric and conductometric titrations were understood.

Semester	Subject Title	Subject Code	Total Hours	Credit
V	PHYSICAL CHEMISTRY PRACTICAL	BCY-DSC15	90	4

PHYSICAL CHEMISTRY EXPERIMENTS

1. Critical Solution Temperature
2. Effect of temperature on Critical solution temperature
3. Rast method
4. Transition temperature
5. Heat of neutralization
6. Phase diagram (Simple Eutectic)
7. Kinetics of iodination of acetone
8. Kinetics of ester hydrolysis
9. Kinetics of Persulphate – Iodide reaction.
10. Viscosity
11. Partition coefficient and Equilibrium constant of $\text{KI} + \text{I}_2 \rightarrow \text{KI}_3$
12. Determination of cell constant, specific conductance and equivalent conductance of strong electrolyte.
13. Conductometric Acid – Base titration

14. Conductometric Precipitation titration.
15. Potentiometric Acid – Base titration
16. Potentiometric redox titration

BOOKS FOR REFERENCE

1. Venkateswaran, V. Veeraswamy R., Kulandaivelu A.R., Basic Principles of Practical Chemistry, 2nd ed., Sultan Chand & Sons, 1997
2. Daniels et al., Experimental Physical Chemistry, 7th ed., McGraw Hill, 1970.
3. Findlay, A., Practical Physical Chemistry, 7th ed., Longman, 1989.
4. Ahluwalia, V.K., Dingra, S. and Gulati, A. College Practical Chemistry, Orient Longman Pvt. Ltd., Hyderabad 2005.
5. Sharma, K.K. and Sharma, D.S. Introduction to Practical Chemistry, Vikas Publishing House, New Delhi, 2005).

ELECTIVE – I PHARMACEUTICAL CHEMISTRY

Semester V	Subject Title	Subject Code	Total Hours	Credit
	PHARMACEUTICAL CHEMISTRY	TET6A	60	5

COURSE OBJECTIVES

- To understand important terminologies in pharmaceutical chemistry.
- To understand about various diseases and Indian medicinal plants.
- To understand the chemistry behind anaesthetics, antipyretic and anti-inflammatory drugs.
- To understand the chemistry and the composition of blood and cardiovascular drugs.
- To understand the importance of anticonvulsant drugs and various inorganic compounds.

COURSE OUTCOMES

- The important terminologies in pharmaceutical chemistry, drug sources and interaction between drug and receptor were studied.
- An idea about common diseases, precautions against infections, administration routes of drugs and importance of Indian medicinal plants in prevention and cure of diseases were obtained.
- The structure and chemistry behind important drugs such as anaesthetics, antipyretics and anti-inflammatory drugs was studied.
- The composition of blood, blood grouping, relevance of grouping in life was learnt. Different types of cardiovascular drugs and the chemistry behind, the use and types of these drugs was studied in detail.
- The medicinal and biological importance of inorganic compounds and anticonvulsant drugs was studied in detail with a brief introduction to types of vitamins.

UNIT 1

(12 HRS)

Important terminologies used in pharmaceutical chemistry – drug pharmacology, pharmacognosy, pharmacodynamics, pharmacokinetics, antimetabolites, pharmacopeia (BP, IP, USP), National formulary, chemotherapy, vaccines, primary immunization, synergism, antagonist LD50, ED50, therapeutic index and drug dosage.

Various sources of drugs, pharmacologically active constituents in plants. Classification of drugs, chemical –biological – mechanism of drug action – action at cellular sites. Drug receptors and biological responses. Mechanism of different types of drug action.

UNIT 2

(12 hrs)

Absorption of drugs – factors affecting absorption of drugs, routes of administration - local, enema, oral and external, parental routes – advantages and disadvantages –

Common diseases – infective diseases insect borne – air borne, and water borne. Common diseases of the respiratory system and nervous system.

Indian medicinal plants – tulsi, neem, keezhanelli.

AIDS – symptoms and prevention.

UNIT 3

(12 hrs)

Anaesthetics – general – ether, chloroform, ethyl chloride, halothane, nitrous oxide, local – esters – cocaine, benzococaine, procaine, amides – lignocaine, cinchocaine. Analgesics – Narcotic and synthetic

Antipyretics and anti-inflammatory agents, Antibiotics – penicillin, streptomycin, chloramphenicol, tetracyclins. Antiseptics and disinfectants – phenol and its derivatives, nitrofurantoin derivatives.

UNIT 4`

(12 hrs)

Composition of blood – blood grouping and matching. Blood pressure – systolic and diastolic – hypertensive drugs. Diabetes – causes – hyperglycemic drugs.

Cardiovascular drugs – cardiac glycosides – anti-arrhythmic drugs, antianginal drugs, vasodilators, antipsychotic drugs – antidepressants – sedatives and hypnotics.

UNIT 5

(12 hrs)

Anticonvulsant agents – Barbiturates – oxazolinediones – acetyl urea derivatives – succinimides. Diagnostic agents for kidney function (aminohippuric acid) –for liver function (sulfobromophthalein). Lipid profile – HDL, LDL, cholesterol, and lipid lowering drugs.

Vitamins – fat soluble and water soluble – sources, biological role and deficiency conditions.

Medicinal importance of inorganic compounds – compounds of aluminium – phosphorus – arsenic – mercury and Iron. Biological importance of inorganic compounds – sodium and its compounds – potassium and its compounds – copper and its compounds.

REFERENES

1. Jayashree Ghosh, A Text book of Pharmaceutical Chemistry, 5th ed., S.Chand& Company Ltd., 2014.

2. Lakshmi.S., Pharmaceutical Chemistry, S. Chand& Sons, New Delhi, 1995.
3. Ashuttosh Kar, Medicinal Chemistry, Wiley Eastern Ltd., New Delhi, 1993.
4. Hakishan, V.K. Kapoor, Medicinal and Pharmaceutical Chemistry, VallabhPrakashan, 2012.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	S	M	M	S
CO3	M	M	M	S	S
CO4	M	M	M	S	M
CO5	S	M	M	M	M

KEY: S – Strong, M – Medium, L – Low

ELECTIVE II - POLYMER CHEMISTRY

Semester V	Subject Title	Subject Code	Total Hours	Credit
	POLYMER CHEMISTRY	TET5D	60	5

COURSE OBJECTIVES

- To know the types of polymers and mechanism of polymerization.
- To understand the determination of molecular weight of polymers and glass transition temperature.
- To understand the industrially important polymers.
- To know about the various methods of degradation of polymers.
- To understand the characteristic features of different natural and supramolecular polymers and various polymeric reactions.

COURSE OUTCOMES

- An introduction to polymers, their general characteristics, structure, classification of polymers were given.
- A knowledge on various properties of polymers like viscosity, glass transition temperature and crystallinity were obtained.
- Industrially important polymers with their application were studied.
- Various methodologies of preparing polymers of industrial importance were introduced - compression moulding, casting, extrusion, fibre spinning, injection moulding.
- Polymer reactions like hydrolysis, Acidolysis, Amino lysis, hydrogenation, addition, and substitution were studied. Natural polymers, Supramolecular polymers – introduction – properties – applications.

UNIT 1

(12 hrs)

Introduction to polymers –general characteristics of polymers in comparison with common organic compounds. Basic concept of monomers and polymers. Classification of polymers – natural and synthetic polymers. Distinction between plastics, elastomers and fibres. Types of polymers thermoplastics and thermosetting plastics. Geometrical structures of polymer molecules - microstructures – chemical structures – geometrical structures – Cross-linked polymers – stereoregular polymers

Mechanism of polymerization: chain polymerization, free radical polymerization, ionic and coordination polymerization. Polyaddition and polycondensation polymerization, ring opening and group transfer polymerization.

UNIT 2

(12 hrs)

Molecular weight of polymers – number average, weight average and viscosity average. Determination of polymer molecular weights – Osmometry (membrane, vapour phase), Viscometry methods. Light scattering and ultra-centrifugation methods. Molecular weight and degree of polymerization – practical significance of polymer molecular weight.

Glass transition temperature – transition and associated properties – factors affecting Glass transition temperature- importance - glass transition temperature of copolymers.

Polymer crystallinity – crystallisable – effect of crystallinity on properties.

UNIT 3

(12 hrs)

Industrially important polymers – preparation, properties, and applications. Polyethylene, polypropylene, polyamides, polyvinylchloride, polymethylmethacrylate, polyesters, polycarbonates, polyurethanes, phenol – formaldehyde, melamine – formaldehyde, polysilanes, polyaniline

UNIT 4

(12 hrs)

Degradation of polymers by thermal – oxidative, mechanical and photodegradation methods. Polymerisation techniques – bulk, solution, suspension, emulsion, polycondensation and interfacial polycondensation.

Polymer processing – compression moulding, casting, extrusion, fibre spinning, injection moulding, thermoforming, vulcanization of elastomers.

UNIT 5

(12 hrs)

Polymer reactions – hydrolysis, Acidolysis, Amino lysis, hydrogenation, addition, and substitution - cyclisation reactions – crosslinking reactions.

Natural polymers - Rubber, Silk, Cellulose – structure and applications

Supramolecular polymers – introduction – properties – applications.

REFERENCES

1. Billmeyer.F.W. Textbook of polymer Science, 3rd ed., John Wiley and Sons, 1984.
2. Gowariker.V.R, Viswanathan.N.V. and Sreedhar.J, Polymer Science, 3rd ed., New Age International Publishers, New Delhi, 2015.
3. Sharma.B.K, Polymer Chemistry, Goel Publishing House, Meerut, 2014.
4. Odian, G., Principles of Polymerization, 4th ed., John Wiley, 2004.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	M	M	M	M
CO3	M	M	M	S	M
CO4	M	M	S	M	M
CO5	S	M	M	S	S

KEY: S – Strong, M – Medium, L - Low

PART – IV - VALUE EDUCATION SUBJECT CODE: VAE5Q

Common for all U.G. Courses (Effective from the Academic Year 2012 – 2013)

LEARNING OBJECTIVE:

1. Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality.
2. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education.
3. It contributes to forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values.
4. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity".
5. Values tend to influence attitudes and behaviour and help to solve common human problems. Values are related to the norms of a culture.

LEARNING OUTCOMES

1. A value system is a set of consistent values and measures. Knowledge of the values were inculcated through education.
2. Classes on Value education contributed in forming true human being, who are able to face life and make it meaningful.
3. Topics related to Human values, social evils and ethical values were learnt.

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind, and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self-esteem and self-confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr. A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare

of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

BOOKS FOR REFERENCE :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravathy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer: Ramakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future: Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

SEMESTER-VI

PAPER – XIII INORGANIC CHEMISTRY II

Semester VI	Subject Title	Subject Code	Total Hours	Credit
	PAPER – XIII INORGANIC CHEMISTRY II	TAT6A	75	5

COURSE OBJECTIVES

- To learn the theories of metallic bonding, types of transistors and structure of alloys.
- To learn about organometallic compounds, ferrocene and Zeigler Natta catalyst.
- To get introduced to nuclear chemistry, theories of nuclear stability and the detection of isotopes.
- To understand about radioactivity, artificial radioactivity. To learn about radioisotopes and radiocarbon dating.
- To learn about Clathrates, phosphazenes, zeolites and ultramarines.

COURSE OUTCOMES

- The theories of metallic bonding were understood and learnt the types of transistors and structure of alloys. Application of alloys in day-to-day life was taught.
- The learner studied about the different types of organometallic compounds, structure of ferrocene, properties, and uses of Zeigler Natta catalyst. The dominance of Zeigler Natta catalyst in industry was discussed.
- The concept of nuclear chemistry was studied, theories of nuclear stability and the methods used for the detection of isotopes was studied in detail. The application of radioisotopes in medical diagnostic procedure was taught in detail.
- The concept of radioactivity, artificial radioactivity, radioisotopes was studied in detail. The significance of carbon dating to analyse past civilizations and extinct species on earth was highlighted.
- To understand the structure and uses of Clathrates, phosphazenes and composition, uses of zeolites, ultramarines were studied. The learner understood the application of clathrates in desalination process and the use of zeolite in catalysis.

UNIT I: METALLIC BONDING (15hrs)

Metallic state – Packing of atoms in metal (BCC , FCC , HCP and simple cube) – Theories of metallic bonding – Electron gas , Pauling and band theories – Semiconductors – n- type and p-

type, transistors – Uses – structures of alloys – substitutional and interstitial solid solutions-Hume Rothery ratio.

UNIT II: CHEMISTRY OF ORGANOMETALLIC COMPOUNDS (15 hrs)

Introduction – Preparation of OrganoMagnesium compounds – Physical and Chemical Properties – Uses, Preparation of OrganoZinc compounds – Physical and Chemical Properties – Uses – Preparation of OrganoLithium compounds – Physical and Chemical properties – Uses – Chemistry of OrganoCopper, OrganoLead, OrganoPhosphorus and OrganoBoron compounds.

Organometallic compounds of alkenes, alkynes and cyclopentadiene

UNIT III: NUCLEAR CHEMISTRY (15 hrs)

Introduction – composition of nucleus – nuclear binding energies –structure of nucleus- nuclear shell model – magic numbers – nuclear stability – theories of nuclear stability - i) nuclear binding energy theory ii) meson theory of nuclear forces iii) nuclear fluid theory – isotopes, isobars, isotones and nuclear isomers – detection of isotopes –Aston's mass spectrograph separation of isotopes – electromagnetic method – the whole number rule and packing fraction – atomic weights.

UNIT IV: RADIOACTIVITY (15 hrs)

Radioactive Emanations, Alpha rays, Beta rays and Gamma rays. The Disintegration theory. Group Displacement Law. Rate of disintegration and Half-life period. Radioactive disintegration series. The Gieger-Nuttal rule -Artificial radioactivity. Induced radioactivity. Nuclear fission-Atom bomb, nuclear fusion-hydrogen bomb. Hazards of radiation. Applications of Radioisotopes.

UNIT V: SOME SPECIAL TYPE OF COMPOUNDS (15 hrs)

Clathrates – examples and structures, interstitial and non-stoichiometric compounds – silicones – composition, manufacture, structure, properties and uses – silanes, phosphazenes – their synthesis, structure and uses – silicates and their polymers – classification into discrete anions – one-, two-, and three-dimensional structures with examples – composition and uses of beryl, asbestos, talc, mica, zeolites and ultramarines.

Types of solvents: Protic and aprotic solvents-aqueous and non- aqueous solvents-liquid ammonia and liquid HF as solvents.

TEXT BOOK

Puri, B.R., Sharma L.R. and Kalia K.C., Principles of Inorganic Chemistry, 30th ed., Milestone publishers and distributors, 2009.

BOOKS FOR REFERENCE

1. Lee J.D., Concise Inorganic Chemistry.5th ed., Blackwell Science,2005.

2. Sharpe Alan G. Inorganic Chemistry. ELBS and Longman, 1981.
3. Miessler G. L. and Donald, A. Tarr, Inorganic Chemistry 4th ed., Pearson, 2010.
4. Malik, Wahid U., Tuli G.D. and Madan R.D., Selected Topics in Inorganic Chemistry, 7th ed., S.Chand & Company Ltd., 2007.
5. Gurdeep Raj Chatwal and Harish Mehre, Advanced Inorganic Chemistry, 7th ed., Goel Publishing House, Meerut.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	M	S	S
CO3	S	S	M	S	S
CO4	S	S	M	S	S
CO5	S	S	M	S	M

KEY: S – Strong, M – Medium, L – Low

PAPER – XIV – ORGANIC CHEMISTRY II

Semester VI	Subject Title	Subject Code	Total Hours	Credit
	PAPER – XIV – ORGANIC CHEMISTRY II	TAT6B	75	5

COURSE OBJECTIVES

- To understand the chemistry of carbohydrates.
- To know the importance of proteins and vitamins.
- To understand the chemistry of natural products.
- To learn the mechanism of various of molecular rearrangements.
- To know the various concepts of stereochemistry of organic compounds.

COURSE OUTCOMES

- The chemistry of biopolymers – carbohydrates and proteins were studied in detail
- The structure of various vitamins was understood. The learners were taught about the role of biopolymers in maintaining a healthy life.
- The chemistry of natural products – alkaloids and terpenoids, their structure elucidation and properties were learnt. The application of alkaloids in cell activity and its role as stimulators was understood.
- The mechanism of various types of molecular rearrangements were understood and learnt
- The concepts of stereochemistry, geometrical and optical isomerism, concept of chirality projection formulae and types of geometrical isomerism were discussed in detail. The learner was given an insight into the 3D structure of important organic compounds.

UNIT 1: CHEMISTRY OF CARBOHYDRATES (15 hrs)

Carbohydrates –Definition and Classification of carbohydrates with examples. Monosaccharides: Explanation of enantiomers, diastereomers, epimers and anomers with examples. Mechanism mutarotation, osazone formation. Absolute configurations of glucose and fructose. Structural elucidation of glucose and fructose (includes cyclic and Haworth structure). Inter conversions, ascending and descending the sugar series. Disaccharide – Sucrose, Maltose – Structural elucidation. Polysaccharide – Starch and Cellulose (Elementary treatment).

UNIT 2: CHEMISTRY OF PROTEINS AND VITAMINS (15 hrs)

Amino acids – Classification, General methods of preparation and reactions, zwitter ion, isoelectric point. Peptides and proteins – Peptide linkage, Classification of proteins, primary structure, End group analysis – Sanger's method and Edman method, secondary structure, tertiary structure, denaturation.

Vitamins – Classification, biological importance of Vitamins.

Structural elucidation of Vitamin C. Structures of Vitamin A and Vitamin D.

UNIT 3: CHEMISTRY OF ALKALOIDS AND TERPENOIDS (15 hrs)

Chemistry of natural products – Alkaloids – Isolation, classification, general methods of elucidating structure. Structural elucidation of nicotine and piperine. Terpenes – classification, isoprene rule, isolation and structural elucidation of citral, α -terpeniol and menthol.

UNIT 4: MOLECULAR REARRANGEMENTS (10 hrs)

Molecular rearrangements – Types of rearrangements, Mechanisms for the following rearrangements: pinacol – pinacolone, benzil – benzilic acid, benzidine, Favorskii, Claisen, Fries, Hofmann, Curtius, Schmidt and Beckmann.

Unit-5: STEREOCHEMISTRY OF ORGANIC COMPOUNDS (20 hrs)

Stereoisomerism - definition, classification into geometric and optical isomerism. Optical isomerism — Optical activity, asymmetric centre(chirality), symmetry elements (σ_n , S_n and i), meaning of (+) or d and (-) orl and D and L notations, concept of enantiomerism and diastereoisomerism; Racemisation – methods of Racemisation (by substitution and tautomerism), Resolution – methods of resolution (by mechanical, seeding and biochemical), Walden inversion. Projection formulae- Fischer, flying wedge, Sawhorse and Newmann projections, notation of optical isomerism: - Cahn-Ingold and Prelog rules, R and S notations for one and two chirality (stereogenic) centres, erythro and threo representations. Geometrical isomerism: cis – trans; syn – anti; E – Z descriptors. [3 D visualization through computers]

TEXT BOOK

Bahl B.S. and Arun Bahl, Advanced Organic Chemistry, 12th ed., Sultan Chand and Co., New Delhi, 1997.

BOOKS FOR REFERENCE

1. Finar I.L., Organic Chemistry, Vol. 1&2, 6th ed., Addison Wesley Longman Ltd., London, 1996.
2. Marrison R.T., Boyd R.N., Organic Chemistry, 4th ed., Allyn & Bacon Ltd., New York, 1976.
4. Pine S.H., Organic Chemistry, 4th ed., McGraw-Hill International Book Company, (1986)
5. Peter Sykes, A Guidebook to Mechanism in Organic Chemistry, 6th ed., Pearson Education, 2003.
6. Kalsi, P.S., Stereochemistry of Organic Compounds: Principles and Applications, New Age International, 2011

7. Sujata V Bhat, Nagasampagi B.A., and Meenakshi Sivakumar, Chemistry of Natural Products, Springer, 2006.

8. Agarwal O.P., Organic Chemistry Reactions & Reagents, 49th ed., Goel Publishing House, 2014.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	M	S	S
CO3	S	S	M	M	S
CO4	S	S	S	M	M
CO5	S	M	S	M	M

KEY: S – Strong, M – Medium, L – Low

PAPER - XV PHYSICAL CHEMISTRY II

Semester VI	Subject Title	Subject Code	Total Hours	Credit
	PAPER - XV PHYSICAL CHEMISTRY II	TAT6C	75	5

COURSE OBJECTIVES

- To learn the basics of chemical kinetics.
- To understand the various concepts of catalysis and adsorption.
- To know the fundamentals of photochemistry.
- To understand the basics and applications group theory.
- To learn the fundamentals and significance of electrochemical cells.

COURSE OUTCOMES

- Learnt the basics of chemical kinetics including the rate of the reaction, order of reaction and derivation of rate constant.
- The basics of catalysis and adsorption was understood, MM equation, types of adsorption isotherm and their limitation was studied in detail. Learners were made to understand the significance of catalysis in life processes.
- The fundamentals of photochemistry including photophysical process, Quantum efficiency photochemical reactions were understood
- The basics of group theory, point groups and construction of multiplication table was learnt. Learner was made to understand that group theory and its applications in Physics, Chemistry as well as Computer science.
- The fundamental of electrochemical cells, calculation of thermodynamic quantities of cell and the significance of electrochemical series was learnt in depth. Learner understood the significance of electrochemical cell in almost all gadgets of day-to-day use.

UNIT I: CHEMICAL KINETICS (20 hrs)

Rate of reaction- Average and instantaneous rates, factors influencing rate of reaction - molecularity of a reaction - rate equation - order of reaction. order and molecularity of simple and complex reactions, Rate laws - Rate constants – derivation of rate constants and characteristics for zero, first order, second and third order (equal initial concentration) – Derivation of time for half change with examples. Methods of determination of order of reactions – Experimental methods of determination of rate constant of a reaction – Volumetry, manometry, and polarimetry.

Effect of temperature on reaction rate – temperature coefficient - concept of activation energy - energy barrier - Arrhenius equation. Theories of reaction rates – Collision theory – derivation of rate constant of bimolecular gaseous reaction – Failure of collision theory. Lindemann's theory of unimolecular reaction. Theory of absolute reaction rates – Derivation of rate constant for a bimolecular reaction – significance of entropy and free energy of activation. Comparison of collision theory and ARRT.

UNIT II: CATALYSIS AND ADSORPTION (15 hrs)

Catalysis – general characteristics of catalytic reactions, auto catalysis, promoters, negative catalysis, poisoning of a catalyst – theories of homogenous and heterogeneous catalysis – Kinetics of Acid – base and enzyme catalysis. Heterogeneous catalysis

Adsorption – Chemical and physical adsorption and their general characteristics- distinction between them Different types of isotherms – Freundlich and Langmuir. Adsorption isotherms and their limitations – BET theory

UNIT III: PHOTOCHEMISTRY (10 hrs)

Laws of photo chemistry – Lambert – Beer, Grotthus – Draper and Stark – Einstein. Quantum efficiency. Photo chemical reactions – rate law – Kinetics of $\text{H}_2\text{-Cl}_2$, $\text{H}_2\text{-Br}_2$ and $\text{H}_2\text{-I}_2$ reactions, comparison between thermal and photochemical reactions.

UNIT IV: GROUP THEORY (10 hrs)

Symmetry elements and symmetry operation symmetry operation of H_2O molecule, Illustration of mathematical rules for the group using symmetry operations of H_2O molecule. Construction of multiplication table, for H_2O molecule. Point group - Definition Elements (symmetry operations) of the following point groups C_n (C_2 , C_3), C_{nv} (C_{2v} , C_{3v}) and C_{nh} (C_{2h} , C_{3h})

UNIT V: ELECTROCHEMICAL CELLS (20 hrs)

Electrolytic & Galvanic cells – Reversible and irreversible cells. Conventional representation of electrochemical cells. Electromotive force of a cell and its measurement computation of E.M.F. calculation of thermodynamic quantities of cell reactions (ΔG , ΔH , ΔS and K_{eq}). Application of Gibbs Helmholtz equation. Calculation of E.M.F. Nernst equation. Types of reversible electrodes – Gas/metal ion-metal/metal ion; metal/insoluble salt/anion and Redox electrodes. Electrode reactions – Nernst equation – Derivation of cell E.M.F. and single electrode potential - standard hydrogen electrode – reference electrodes – standard electrodes potentials – sign convention – Electrochemical series and its significance. Concentration cell with and without transport. Liquid junction potential. Application of EMF concentration cells. Valency of ion, solubility product and activity co-efficient. Potentiometric titrations. Determination of pH using Hydrogen, quinhydrone and glass electrodes. Determination of pK_a of acids by potentiometric method. Corrosion - general and electrochemical theory - passivity - prevention of corrosion.

TEXT BOOKS

1. Puri B.R., Sharma L.R. and Pathania M.S., Principles of Physical Chemistry, 47th ed., Vishal Publishing Company, 2016.

2. Sharma K.K. and Sharma L.K., A Textbook of Physical Chemistry, 6th ed., S. Chand, 2016.

BOOKS FOR REFERENCES

1. Maron S.H. and Lando J.B. Fundamentals of Physical Chemistry, Macmillan.

2. Glasstone S. and Lewis. D., Elements of Physical Chemistry, Macmillan

3 Kheterpal S.C. Pradeep Physical Chemistry, Volume I & II, Pradeep Publications Jalandhur, 2004.

4. Jain D.V.S. and Jainhar S.P., Physical Chemistry, Principles and Problems, Tata Mc Graw Hill, New Delhi, 1988.

5. Bajpai D.N., Advanced Physical Chemistry, S. Chand Publishing, 2001.

6. Negi A.S. and Anand S.C., A Textbook of Physical Chemistry, John Wiley & Sons Pvt. Ltd., 1986.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	M	S	M	M	M
CO3	S	M	M	M	M
CO4	S	M	M	S	S
CO5	S	M	M	S	S

KEY: S – Strong, M – Medium, L – Low

ELECTIVE PAPER- ANALYTICAL CHEMISTRY

Semester	Subject Title	Subject Code	Total Hours	Credit
VI	ANALYTICAL CHEMISTRY	TET6B	75	5

COURSE OBJECTIVES

- To understand the analysis and evaluation the analytical datas and purification methods.
- To have a broader understanding on gravimetric analysis methods, thermal analytical methods, and chromatographic techniques.
- To learn the basics of various spectral analysis.
- To understand the principles, instrumentation of different spectroscopies.
- To learn the principles and applications of different electroanalytical techniques.

COURSE OUTCOMES

- Student will be able to evaluate the analytical data in terms of statistics, estimate the types errors in chemical analysis, expresses the terms such as mean, median, precision, accuracy, absolute error and relative error, standard deviation.
- Student will be able to understand various gravimetric analysis methods, defines the properties of precipitate and precipitating agents. Various chromatographic techniques and applications are understood.
- Student learns the principles, instrumentation of spectroscopic methods - UV – Visible spectroscopy and IR spectroscopy.
- A detail understanding of principle and instrumentation of NMR Spectroscopy and Mass spectroscopy.
- Students will be able to analyse various compounds by polarographic analysis both qualitatively and quantitatively.

UNIT – I

(10 HRS)

Data Analysis – Theory of errors – idea of significant figures and its importance with examples
– Precision - accuracy - methods of expressing accuracy -

error analysis – minimizing errors methods of expressing precision – average deviation – standard deviation and confidence limit.

Purification of solid compounds – extraction – use of immiscible solvents - soxhlet extraction Purification of liquids – experimental techniques distillation – fractional distillation – vacuum distillation – steam distillation –tests for purity.

UNIT – II

(20 HRS)

Principles of gravimetric analysis – characteristics of precipitating agents – choice of precipitants and conditions of precipitation – specific and selective precipitants – DMG, cupferron, salicylaldehyde, ethylenediamine – use of sequestering agents – co-precipitation – post precipitation – peptisation – differences – reduction of error – precipitation from homogeneous solutions – calculations in gravimetric methods – use of gravimetric factor.

Thermal analytical methods – Principle involved in thermogravimetric analysis and differential gravimetric analysis – discussion of various components with Block diagram – characteristics of TGA and DTA – factors affecting TGA and DTA, curves – thermometric titrations.

CHROMATOGRAPHY TECHNIQUES – PRINCIPLES - ADSORPTION, PARTITION AND ION EXCHANGE

Chromatography, column chromatography – adsorbents – preparation of column – elution, recovery of substance and applications. TLC – choice of adsorbent and solvent - preparation of chromatogram (R_f value) and applications - Paper chromatography - Solvents used - factors affecting R_f value – separation of amino acid mixtures.

UNIT – III

(15 HRS)

Definition of spectrum – electromagnetic radiation – quantisation of different forms of energies of molecules – translational, vibrational, rotational, vibrational and electronic energies.

UV – Visible spectroscopy – absorption laws –theory- electronic spectra – types of electronic transitions – chromophores and auxochromes –absorption bands and intensity – factors governing absorption maxima and intensity – instrumentation

IR spectroscopy – vibrations of diatomic molecules- harmonic and anharmonic oscillators, zero point energy, force constant, condition for a molecule to be IR active, selection rules – instrumentation.

UNIT – IV

(15 HRS)

NMR spectroscopy – principle – equivalent and non-equivalent protons – shielded and de-shielded protons, chemical shift – TMS, delta tau scales, spin-spin coupling- analysis of spectrum of ethanol - instrumentation

MASS SPECTROMETRY:

Basic principles of mass spectrum Instrumentation and Block diagram molecular ion peak, base peak, isotopic peak, fragmentation – Nitrogen rule - determination of molecular formulae – fragmentation and mass spectrum of simple organic compounds – alcohols and carbonyl compounds- McLafferty rearrangement.

UNIT –V

(15 HRS)

Polarography – principle – concentration polarization – dropping mercury electrode – advantages and disadvantages – migration and diffusion currents – Ilkovic equation (derivation not required) and significance – experimental assembly –electrodes – capillary – current voltage curve – oxygen wave – influence of temperature and agitation on diffusion layer – polarography as an analytical tool in quantitative and qualitative analysis. Amperometry – basic principles and uses.

REFERENCES

1. Gopalan R., Rangarajan K., and Subramanian P.S., Elements of Analytical Chemistry, 3rd ed. Reprint, Sultan Chand & Sons, 2013.
2. Skoog D.A., West D.M., James Holler F. and Stanley R., Fundamentals of Analytical Chemistry, 9th ed., 2013Khopkar S.M., Analytical Chemistry, New Age International.

MAPPING – COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	S	S	M	S	M
CO3	S	S	S	S	M
CO4	S	S	S	S	M
CO5	S	S	S	M	M

KEY: S – Strong, M – Medium, L - Low

ASSESSMENT PROCEDURE

- All Languages, Major, Allied, Elective, Value Education, EVS and Non-Major Elective the assessment procedure is 25% of Internals (conducted by college) and 75% of External (University Examination).
- The assessment procedure for Practical is 40% of Internals (conducted by college) and 60% of External (University Examination).
- Professional English & Soft Skills the assessment procedure is 50% of Internals (conducted by college) and 50% of External (University Examination).

ASSESSMENT PROCEDURE		RUBRICS (PARAMETER)	MARKS
THEORY PAPERS	ASSIGNMENT	Creativity, relevance to the topic	5
	SEMINAR	Communication Skills, Way of Presentation	5
	INTERNAL TEST	Students Performance in the written test	10
	ATTENDANCE	Above 95% - 5; 84% to 94% - 4; 75% to 84 % - 3; 65% to 74% -2; less than 65%-1	5
	TOTAL		25
ASSESSMENT PROCEDURE		RUBRICS (PARAMETER)	MARKS
PRACTICALS	RECORD	Record Submission and correction	5
	TEST	Students Performance in the written test	30
	ATTENDANCE	Above 95% - 5; 84% to 94% - 4; 75% to 84 % - 3; 65% to 74% -2; less than 65%-1	5
	TOTAL		40

EXTERNAL

ASSESSMENT PROCEDURE		MARKS
SECTION A	10 (out of 12) x 2	20
SECTION B	5 (out of 7) x 5	25
SECTION C	3 (out of 5) x 10	30
TOTAL		75

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**Post Graduate Department of Home Science - Nutrition, Food Service
Management and Dietetics – Shift I**
COURSE HANDOUT
2022-2023

LIST OF STAFF IN THE DEPARTMENT

1.	Dr Suganthi.V, M.Sc, M.Phil, Ph.d, NET	Associate Professor and Head
2.	Dr Devi Manohar, M.Sc, B.Ed, M.Phil, Ph.d, SLET, NET	Associate Professor
3.	Dr V. Anitha, M.sc, DCA, DHM, M.Phil, Ph.d, NET	Associate Professor
4.	Dr Shahana Mubeen, M.Sc, DSM, Ph.d, NET	Assistant Professor
5.	Dr. V.R. Anurathi, M.Sc, M.Phil, DCA, Ph.D, NET	Assistant Professor
6.	Ms. U. Kabira, M.Sc, M.Phil, SET, NET	Assistant Professor
7.	Ms. C. Premakumari, M.Sc, NET	Assistant Professor
8.	Ms. S. Sangamithra, M.Sc, M.Phil, NET	Assistant Professor
9.	Dr. Savitha.D, M.Sc, M.Phil, PGDND, Ph.D, SET, NET	Assistant Professor

**M.Sc. DEGREE COURSE IN
HOME SCIENCE- FOOD SERVICE MANAGEMENT AND DIETETICS
REVISED SYLLABUS**

**SEMESTER I
CORE I**

Paper I – ADVANCES IN FOOD SERVICE MANAGEMENT

Time/Hrs: 6 Hours (Theory)

Credits : 4

CODE: MM21A

Year: I

Semester: I

LEARNING OBJECTIVES

To enable the students to:

1. Understand principles of organization and management in food service units
2. Understand and apply current concepts in equipment design, selection and use, hygiene, safety and sustainability of food services
3. Develop skills required for managing a Food Service Unit

COURSE OUTCOME

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Recall the classification of Food services, distinguish between different food service systems, relate the food production systems to the relevant food service operations, explain current trends in Food service facility design and regulations for specific food service types	K1,K2,K3
CO2	Define the different types of organization; Explain the approaches, principles, functions and tools of management, Apply the tools of management to the various management functions	K1,K2,K3
CO3	Classify equipment based on type and order of use, explain the different finishes, design and construction features of equipment, Develop SOP for selection, operation and care of major equipment	K3, 4,K6
CO4	Explain the principles of cleaning and sanitation, create a checklist to ensure personal hygiene of food Handlers, Evaluate the causes of food hazards and suggest solutions based on principles of HACCP	K3,K4,K5,K6
CO5	Identify the causes for accidents and suggest methods for prevention; Analyse methods of conserving energy, conserving resources and ensure zero waste. Develop strategies for conserving natural resources, energy saving and facility waste assessment and management	K2,K4,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No.	CONTENT	No of hours
Unit I	Food Service Industry-classification and regulatory requirements a) Classification of Food services based on food production systems: (i) Conventional (ii) Commissary (iii) Ready prepared (Cook chill /cook freeze) (iv) Assembly/serve food service systems v) Cloud kitchens b) Classification based on market segment/ Food service style c) Commercial and non-commercial food services d) Catering in hotels and specialty restaurants, clubs, café/coffee shop, dhaba, Fast food outlets (Quick Serve Restaurants) food trucks, Food carts and stands, meals on wheels, Food vending machines, take away, Online app-based delivery, e) Catering in transport services- Air, railway, cruise ships, space missions f) Catering in hospitals and educational Institutions. g) Industrial catering and community feeding (Places of worship), Social catering (weddings, functions) h) Franchise, chain, contract and outdoor catering services i) Current trends in facility design, regulatory requirements and special considerations for each specific type of Food Service	15
Unit II	Organization and Management a) Organisation-Definition and types b) Approaches to management-classical, neo classical, systems approach, behavioural and human relations approach, contingency approach, JIT(Just in time) approach c) Principles, functions and tools of Management and their application in the food service industry	15
Unit III	Equipment design, selection, installation and use a) Classification of equipment. -Equipment for food storage, pre-preparation, cooking, holding, serving, dishwashing and auxiliary equipment b) Equipment design, construction and finishes c) Factors influencing selection of equipment.; Trends in equipment available in the market d) Installation, principles of operation and care of major equipment	20
Unit IV	Hygiene and sanitation in the Food Service unit a) Personal hygiene of employees Employee Health and personal hygiene, proper food handling- precautions for safe food production b) Hygiene of Plant and equipment Principles of cleaning and sanitation Dishwashing-types and uses c) Food Hygiene Infestation of foods - signs of infestation, control of infestation	25

	Time - Temperature relationships, potential hazards in food production. The seven principles of Hazard Analysis and Critical Control Points (HACCP) and their application in ensuring food safety and quality Introduction to ISO specifications; COVID Protocol according to FSSAI -for food production	
Unit V	Safety and sustainability a) Safety in Food Service units – causes and prevention of accidents, 3Es of safety and action for emergencies. b) Sustainable practices and green initiatives i) Conservation of Natural resources-water and energy conservation ii) Green design and energy saving in electrical equipment iii) Integrated solid waste management-source reduction, reuse/upcycle and recycle; Facility waste assessment ; pest-control	15
		90

REFERENCES

BOOKS

- ❖ West B.B, Wood L, Harger V.P., (2006), Food Service in Institutions. John Willey and Sons, Inc., New York
- ❖ Sethi, M. (2016) Institutional Food Management, 2nded. New Age International Pvt. Ltd., New Delhi.
- ❖ Sethi, M. and Malhan, S. (1993) Catering Management. An Integrated Approach. 2nd ed. New Age International Pvt., Ltd., New Delhi
- ❖ Payne-Palacio J and Theis M(2019) Food Service Management-Principles and Practices, Pearson India Education Services Pvt.Ltd. Noida, India
- ❖ Negi J (2006) Food and Beverage: Management and Cost control. Kanishka publishers, distributors
- ❖ Malhotra R.K. (2005) Food Service and Catering Management, Anmol publications Pvt Ltd., New Delhi
- ❖ Kotschever, L. and Terrell, M. E. (1981) Food Service planning, Layout and Equipment. John Wiley & Sons, Inc., London

E- LEARNING RESOURCES

- ❖ <https://legaldocs.co.in/blog/food-safety-and-hygiene-norms-in-india>
- ❖ https://www.brainkart.com/article/Definition-and-Types-of-Equipment_35155/
- ❖ <https://www.mooc-list.com/course/innovation-food-industry-futurelearn>
- ❖ https://www.tutorialspoint.com/food_and_beverage_services/food_and_beverage_services_hygiene_and_safety.htm
- ❖ <https://www.scribd.com/document/275348426/Modern-Management-Concepts-and-Skills-12th-Edition>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	M	S	S
CO2	S	S	S	M	S	S
CO3	S	S	S	M	S	S
CO4	S	S	S	M	S	S
CO5	S	S	S	M	S	S

CORE II
PAPER II – FOOD SCIENCE

Time/Hrs: 4 Hours (Theory) & 2 Hours (Practical)
Credits : 5

CODE: MM21B
Year I
Semester : I

LEARNING OBJECTIVES

To enable the students to

1. Learn the basic scientific principles underlying food preparation, processing, storage and preservation.
2. Comprehend the nutritional significance of various food groups.
3. Get acquainted with the recent trends and novel concepts in food science.

COURSE OUTCOME

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Understand the basic nutrition facts of different food groups and determine the best cooking practices to retain the nutrients	K1,K2,K3
CO2	Acquire in-depth knowledge in the chemistry of foods	K2
CO3	Analyse the scientific principles underlying food preparation, processing, storage and develop innovative practices to retain the quality of food	K4,K6
CO4	Identify and apply the appropriate subjective and objective methods while evaluating food quality	K3
CO5	Analyse the role of nutraceuticals, functional foods and alternative protein sources and evaluate their potential as indispensable future foods	K4,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Evaluation of food quality, Food adulteration and Food additives a) Physical Characteristics of Foods-Colour, appearance, Density, Volume, viscosity, tenderness and loss of weight. Microscopic Examination, Chemical and physico-chemical methods. Sensory characteristics of food. b) Subjective techniques- Sensitivity tests, Difference tests, Rating tests and Descriptive tests. Selection of taste panel members. Objective Techniques- Measurement of colour, texture, viscosity and consistency. Factors affecting the acceptability of foods. c) Food adulteration- types, adulterants and ways to detect them. d) Food additives- role in cooking- FSSAI- regulations.	20
Unit II	Cereals and Pulses a) Cereals- Rice, Wheat, Millets-structure, composition, nutritive value and processing methods- cereal products. Storage of grains. Nutritional significance of pseudo cereals- quinoa, amaranth seeds and buckwheat. b) Cereal cookery-Starch- Gelatinisation, factors affecting gelatinisation - changes in cooked starches-gel formation, retrogradation and syneresis. Cereal protein-gluten, factors affecting gluten formation, nutrient changes during different processing methods of cereals. Dextrinisation. c) Pulses-composition, nutritive value and processing methods-pulse products, TVP, toxins in pulses- Pulse cookery-soaking, germination, fermentation, roasting and puffing process of pulses. Effect of cooking on nutritive value, quality and quantity of legumes.	15
Unit III	Animal Foods a) Milk and milk products-composition, nutritive value, physical and chemical characteristics-effect of heat, acid, enzymes and tannins. Milk cookery- problems in milk cookery. Processing of milk. Milk products. Milk storage. b) Meat- structure, composition, nutritive value, post-mortem changes in meat, rigor mortis, ageing, tenderisation of meat. Meat cookery-selection of meat and methods of cooking, changes in meat during cooking. Poultry- classification, composition, nutritive value, selection of poultry and methods of cooking. Storage and preservation of meat. Fish- classification, composition, nutritive value, selection of fish, methods of cooking, storage and preservation of fish. c) Egg-structure, composition and nutritive value. Grading and selection. Egg cookery- coagulation of egg protein- factors influencing coagulation-role of egg in cookery. Egg white foam- factors influencing foam formation. Storage and preservation of egg.	25

Unit IV	Vegetables, Fruits and Beverages a) Vegetables- classification, composition, nutritive value, selection, storage and preservation. Pigments- classification- effect of cooking on pigments, flavour compounds, texture. b) Fruits- classification, composition, nutritive value, selection, storage and preservation. Enzymatic browning and its prevention. Physico-chemical changes in vegetables and fruits- ripening, respiration and textural changes. Changes in nutritive value due to cooking and processing. c) Beverages- classification, types of beverages- fermented, non- fermented beverages, fruit beverages, malted beverages. Coffee, tea and cocoa processing.	15
Unit V	Nuts, oilseeds, Fats, sugar and spices, Recent concepts in food science a) Nuts and oilseeds- composition and nutritive value, toxicants present. Fats and oils- sources and processing- fat cookery- fat as emulsifying, leavening, shortening agent, factors affecting fat absorption- rancidity, its types. b) Sugar- crystallisation and factors affecting crystallisation, caramelisation- Stages of sugar cookery and its role in Indian sweet preparations. Spices, herbs and condiments used in cookery- its medicinal value. c) Recent concepts in Food Science- Nutraceuticals, Functional foods, sustainable alternative proteins (plant proteins, algae and microalgae, mycoprotein), biofortification, organic food	15
		90

PRACTICAL

Unit I

- Identify and detect Common food adulterants in foods.
- Carryout a Market survey on food additives present in processed foods.

Unit II

- Study the factors affecting gelatinization and prepare recipes where gelatinisation is hastened and retarded.
- Interpret the factors influencing the quality of chapathis
- Prepare any two recipes to show the impact of dextrinization.
- Find the factors affecting cooking quality of pulses, prepare recipes which enhance nutritional quality of pulses.

Unit III

- a) Determine the factors affecting coagulation of milk proteins.
- b) List the problems in milk cookery and find ways to prevent them.
- c) Find the optimum temperature and time for boiling egg.
- d) Study the factors influencing egg white foam formation.

Unit IV

- a) Determine the various factors influencing the changes in vegetables with respect to colour, texture and flavour compounds during cooking.
- b) Observe enzymatic browning reactions in vegetables and fruits and ways to overcome them.
- c) Determine the best method of preparing coffee and tea.
- d) Prepare one nourishing, soothing, refreshing and appetizing beverage.

Unit V

- a) Find the smoking point of oils.
- b) Determine the factors affecting oil absorption
- c) Observe the different stages in sugar cookery and prepare crystalline and non-crystalline candies.

REFERENCES

BOOKS

- ❖ Encyclopedia of food chemistry, Editors-in-Chief: Laurence Melton, Fereidoon Shahidi and Peter Varelis, 2019, Elsevier Inc.
- ❖ Sensory Evaluation of Foods: Principles and Practices, Harry T. Lawless and Hildegarde Heymann, 2010, Springer Link
- ❖ Food Preservation: Principles and Practices, Samiran Chavan, 2016, Scitus Academics
- ❖ Food Processing and Preservation, DS Warris, 2020, CBS Publishers & Distributors
- ❖ Emerging technologies for Food processing, Edited by DA-Wen- Sun, 2020, Elsevier Inc.
- ❖ Essentials of Food Science, 5th Edition, 2020 Edition by Vickie A. Vaclavik, Elizabeth W. Christian, Tad Campbell, Springer
- ❖ Introduction to Food Science and Food Systems 2nd Edition 2020 by Rick Parker, Miriah Pace, CBS Publishers
- ❖ Essentials of Food Chemistry, 2021 by Jianquan Kan, Kewei Chen, Springer
- ❖ Food Chemistry A Laboratory Manual 2nd Edition, 2022 by MILLER D.D., JOHN WILEY Publishers
- ❖ Food Science, Health and Nutrition, 2017, by LOGAN BOWMAN, Syrawood Publishers

E-LEARNING RESOURCES

- ❖ <https://epgp.inflibnet.ac.in/>
- ❖ <https://www.ifst.org/lovefoodlovescience/resources>
- ❖ <https://libguides.reading.ac.uk/food/e-resources>
- ❖ <https://libguides.ntu.edu.sg/food-science-technology/eresources>
- ❖ <https://foodresearchgh.org/e-resources>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	M	S	S
CO2	S	S	S	M	S	S
CO3	S	S	S	M	S	S
CO4	S	S	S	W	S	S
CO5	S	S	S	M	S	S

CORE III

PAPER III – HUMAN PHYSIOLOGY

Time/Hrs: 6 Hours (Theory)

Credits : 4

Code: MM21C

Year: I

Semester: I

LEARNING OBJECTIVES

To enable the students to

1. Gain basic understanding of human anatomy and physiology.
2. Understand the integrated functioning of cells, tissues, organs and systems to maintain life.
3. Describe the structure of major human organs and explain their role in maintenance of health

COURSE OUTCOMES

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Describe the structure and functions of cell. Analyse body's ability to maintain homeostasis in a dynamic environment. Explain regulation of cell division, Discuss membrane transport. Comprehend neuromuscular transmission of impulses.	K1,K2,K3
CO2	Recall the structure and functions of organs involved in the process of digestion. Identify the phases of gastric secretion. Describe the process of digestion and absorption of nutrients. Discuss the regulation of food intake. Evaluate the effect of nutrients on food intake.	K1, K2,K3,K4
CO3	Describe the process of erythropoiesis and factors affecting it. Evaluatehisto compatibility; Understand regulation of cardiac output and blood pressure; Analyse factors influencing oxygen saturation; Discuss regulation of respiration.	K1,K2,K4
CO4	Describe the structure and functions of a nephron. Explain the mechanism of urine formation. Describe the structure and function of the brain and spinal cord. Analyse the effects of stimulation of the ANS.	K1,K2, K3
CO5	List the endocrine glands and their functions. Classify immune system; Distinguish between the types of immunity; Understand the process of reproduction and evaluate the role of hormones influencing reproduction; Explain the interaction between different organ systems and how organs and cells interact to maintain biological equilibria.	K3,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Physiology of Cell, Cell Membrane, Nerve and Muscle a. The Internal Environment- The Concept of Homeostasis b. Cellular Level of Organization- Review of Structure and functions of cell and its organelles. Cell Division, Control of cell growth and reproduction; cell differentiation; c. Membrane Physiology - Transport of Substances- Diffusion, Facilitated Diffusion, Active Transport. Membrane Potential and Action Potential- Resting Membrane Potential d. Excitation of Skeletal Muscle- Neuromuscular Junction; Neuromuscular Transmission, Excitation and Contraction Coupling	15
Unit II	Digestive system a. Review of structure and function - Secretory, Digestive and Absorptive functions - Role of liver, pancreas and gall bladder. b. Motility and hormones of GIT. c. Regulation of food intake – role of hunger and satiety centres, effect of nutrients.	20
Unit III	Circulatory, Cardio-Vascular and Respiratory system a. Blood - composition, functions, clotting and haemostasis. Normal levels and functions of plasma proteins, RBC's, WBC's and platelets; Erythropoiesis; Blood groups and histocompatibility. b. Structure and function of heart and blood vessels - Regulation of cardiac output and blood pressure; heart failure; hypertension. c. Respiratory system: Review of structure and function. Role of lungs in the exchange of gases. Transport of oxygen and CO ₂ . Exchange of gases at the lungs and tissues. Regulation of Respiration.	25
Unit IV	Excretory and Nervous system a. Structure and function of nephron - Urine formation; Excretion of a concentrated and dilute urine; Role of kidney in maintaining pH of blood b. Water, electrolyte and acid base balance – diuretics c. Organization of Central and Peripheral nervous system. – Structure and functions of the brain, spinal cord; ANS	15
Unit V	Immune, Endocrine and Reproductive system a. Cell-mediated and humoral Immunity - Activation of WBC and production of antibodies. Role in inflammation and defence. b. Endocrine glands (Pituitary gland, Thyroid, parathyroid, Islets of Langerhans, Adrenals, Ovary and Testis, Thymus, Pineal gland – structure, function, role of hormones, regulation of hormonal secretion c. Reproductive System- Review of male and female reproductive system; spermatogenesis, ovulation, menstruation, pregnancy and lactation; menopause	15
		90

REFERENCES

BOOKS

- ❖ Ganong, W.F. (1986): Review of Medical Physiology, 12th Edition, Lange Medical Publication.
- ❖ Guyton, A.G. and Hall, J.B. (1996): Text Book of Medical Physiology, 9th Edition, W.B. Sanders Company, Prism Books (Pvt.) Ltd., Bangalore.
- ❖ Wilson, K.J.W and Waugh, A. (1996): Ross and Wilson Anatomy and Physiology in Heath and Illness 8th Edition, Churchill Livingstone.
- ❖ Jain, A.K.: Textbook of Physiology. Vol.I and II. Avichal Publishing Co., New Delhi.
- ❖ McArdle, W.D., Katch, F.I. and Katch V.L(1996): Exercise Physiology. Energy, Nutrition and Human Performance, 4th Edition, Williams and Wilkins, Baltimore.
- ❖ Datta, Chandrani Sanyal (2006): Essentials of human physiology: AITBS.
- ❖ Marieb, Elaine N. (2004): Pearson Human anatomy & physiology, 6th ed.
- ❖ Donnersberger, Anne B.Jones & Bartlett, (2005): 8th ed. Laboratory textbook of anatomy and physiology.

E- LEARNING RESOURCES

- ❖ <https://youtu.be/uFf0zxQ3rBU>
- ❖ <http://epgp.inflibnet.ac.in/Home/Download>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	M	M	M	M	M
CO2	S	M	M	M	M	M
CO3	S	M	M	M	M	M
CO4	S	M	M	M	M	M
CO5	S	M	M	M	M	M

CORE IV

PAPER IV – FOOD MICROBIOLOGY, SAFETY AND QUALITY CONTROL

Time/Hrs: 5 Hours (Theory)
Credits : 4

CODE: MM21D
Year I
Semester: I

LEARNING OBJECTIVES

To enable the students to

1. Learn about significant genera of microorganisms associated with food and their properties, as well as the scope of food microbiology and food safety.
2. Learn the applications of various techniques (traditional to advanced) used in food preservation; the strategies for enumeration and control of microorganisms in food.
3. Understand the needs and components of a food safety management system (FSMS) and identify microbiological hazards in the food industry using microbiological risk assessment (MRA) techniques.

COURSE OUTCOME

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Recall the important genera of microorganisms associated with food. Understand the Scope of food microbiology and food safety.	K1,K2
CO2	Understand and choose suitable techniques for enumeration of microbes and methods (traditional to advanced) for preserving food	K2
CO3	Describe the role of different microorganisms in food spoilage, food fermentation and food-borne diseases and suggest ways to prevent foodspoilage and food borne diseases	K3,K4
CO4	Evaluate and recommend methods for microbiological quality control. Create investigation procedures for ensuring food safety & Hygiene	K4, K5, K6
CO5	Remember the food safety rules and regulations, Comprehend the use of Food Safety Management System (FSMS), and conduct Microbiological Risk Assessment.	K2,K3, K4
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Determination of microorganisms and their relevance in food a. Importance and significance of microorganisms in food science. Factors affecting the growth of micro-organisms in food – Intrinsic and Extrinsic parameter b. Sampling, sample collection, transport and storage, sample preparation for analysis. Microscopic and culture dependent methods- Direct microscopic observation, culture, enumeration and isolation methods c. Chemical and Physical methods-Chemical, immunological and nucleic acid based methods; Culture independent techniques – PCR Based, DGGE, Metagenomics, etc.; Analytical methods for microbial metabolites- microbial toxins and metabolites.	15
Unit II	Spoilage and Preservation of Foods from microbial contamination a. Characteristic features, dynamics and significance of spoilage of different groups of foods - Cereal and cereal products, vegetables and fruits, meat poultry and sea foods, milk and milk products, packed and canned foods. b. Chemical, Modified atmosphere, Radiation of foods from the microbiological angle. c. Indicators of water and food safety and quality: Microbiological criteria of foods and their Significance. The HACCP and ISO systems for food safety.	10
Unit III	Food borne diseases and food safety concept a. <i>Bacterial food borne diseases</i> (Staphylococcal intoxicification, Botulism, Salmonellosis, Shigellosis, Enteropathogenic Escherichia Coli Diarrhoea, Clostridium Perfringens gastroenteritis, Bacillus cereus Gastroenteritis) <i>Food Borne Viral Pathogens</i> (Norovirus, Reovirus, Rotavirus, Astrovirus, Adenovirus, Parvovirus, Hepatitis A Virus) <i>Food Borne Animal Parasites</i> Protozoa –Giardiasis, Amebiasis, Taeniasis. Roundworm – Trichinosis, <i>Mycotoxins</i> : Aflatoxicosis, Ergotism. Drug resistance - phenomena and mechanism. b. Food safety concept - Importance of food safety in the food processing industry Risk classification, National and international food regulatory agencies, General food laws and food safety regulations, Nutritional labelling regulation (mandatory and optional nutrients, nutritional descriptors and approved health claims); Microbial contamination (including cross-contamination/indirect contamination) Chemical contamination, Physical contamination, Allergen contamination	20
Unit IV	Food Safety Programs a. Definitions and importance of Good Manufacturing Practices (GMPs), Pest Control Program, Facility Maintenance, Personal Hygiene and Supplier Control b. Sanitary Design of Equipment and Infrastructure, Procedures for Raw Material Reception, Storage and Finished Product Loading, c. Sanitation Program (Sanitation Standard Operating Procedures (SSOPs), Product Identification, Tracking and Recalling Program, Preventive Equipment Maintenance Program, Education and Training Program	15

Unit V	Food Safety Regulation for Quality Control a. An overview of Food Regulation in India; Food Laws and Regulations; Structure, organization and duties of regulatory system b. Duties and responsibilities of food business operator; Registration and Licensing process and requirements; Labeling of Food Products; Traceability; Import and Export of Foods; Liability for Defective Products; Food safety management systems and certifications; c. Regulation of special category Foods: Regulation of Irradiated foods; Regulation of Biotechnology and Genetic Modifications; Regulation of Dietary Supplements, Functional Foods and Nutraceuticals.	15
		75

RELATED EXPERIENCE

1. Visit to the Microbiological laboratory to study and analyse sample collection procedure, chemical and physical methods of microbial analysis.
2. Self-learning component-Project work on FSMS/certification or online course in FSMS.

REFERENCES

BOOKS

- ❖ Food Safety and standards Act 2006, Rules 2011, Regulations, 2011, 10th Edition, ILBCO India, Indian Law Book Company, 2013.
- ❖ Early, R. (1995): Guide to Quality Management Systems for the Food Industry, Blackie, Academic and professional, London.
- ❖ Gould, W.A and Gould, R.W. (1998). Total Quality Assurance for the Food Industries, CTI Publications Inc. Baltimore.
- ❖ Pomeraz, Y. and MeLoari, C.E. (1996): Food Analysis: Theory and Practice, CBS publishers and Distributor, New Delhi.
- ❖ Bryan, F.L. (1992): Hazard Analysis Critical Control Point Evaluations A Guide to Identifying Hazards and Assessing Risks Associated with Food Preparation and Storage. World Health Organisation, Geneva.
- ❖ Kirk, R.S and Sawyer, R. (1991): Pearson's Composition and Analysis of Foods, Longman Scientific and Technical. 9th Edition, England.
- ❖ FAO (1980): Manuals of Food Quality Control. 2-Additives Contaminants Techniques, Rome.

E- LEARNING RESOURCES

- ❖ https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000015FT/P000043/M000082/ET/1500370047M-02.pdf
- ❖ <https://egyankosh.ac.in/bitstream/123456789/61874/1/UNIT%201%20Introduction%20to%20Food%20Microbiology%20Microbiology.pdf>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	M	M	M	S	S
CO2	M	M	M	M	S	S
CO3	M	M	M	M	S	S
CO4	M	M	M	M	S	S
CO5	M	M	M	M	S	S

CORE V
PAPER V – NUTRITION THROUGH LIFE CYCLE

CODE: MM21E

Time/Hrs: 5 Hours (Theory)

Year I

Credits : 4

Semester: I

LEARNING OBJECTIVES

To enable the students to

1. Understand the importance of nutrition through various life stages
2. Determine nutrient needs for all age groups and calculate the
basic nutritional requirements
3. Develop a plan of action and implement nutritional care plan for every age group

COURSE OUTCOME

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Recall prenatal and neo natal growth and development. Understand the foetal origins of adult disease. Identify the causes of intrauterine growth defects. Interpret the growth chart and analyze the growth and development of infants. Evaluate the nutritional needs of infants. Develop balanced diet charts and low-cost supplementary foods	K1,K2,K3, K4,K5,K6
CO2	Recall the growth and development during childhood. Identify the food and nutrient needs. Implement the development of healthy gut micro biome during childhood. Analyze the factors affecting optimum growth and development. Evaluate the causes of nutritional disorders and methods of treatment. Create innovative and nutrient dense packed lunch menus. Develop diet charts for children with special needs.	K1,K2,K3, K4,K5,K6
CO3	Recall the definition of adolescent. Understand the growth and Development of adolescent. Identify their food and nutrient requirements. Recognize the causes for their food habits and irregular meal pattern. Analyze the eating disorders and evaluate the pros and cons of fad diets. Examine the causes of problems during adolescence. Construct innovative balanced menus	K1,K2,K3, K4,K5,K6
CO4	Recall the food and nutrient requirements and understand the physiological changes during pregnancy and lactation. Identify the factors influencing fertility and interpret pregnancy outcomes. Discuss the discomforts and complications during pregnancy and lactation. Examine the role of hormones in lactation and evaluate the composition of breast milk. Explain COVID protocols to be followed during this period. Create balanced diets based on recommended dietary guidelines	K1,K2,K3, K4,K5,K6
CO5	State the food and nutrient requirements during adulthood and old age. Recognize the need for dietary modifications during this period. Implement the dietary guidelines in creating menu plans. Analyze their constraints and develop strategies to overcome them.	K1,K2,K3, K4,K5,K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Prenatal and Infant nutrition <ol style="list-style-type: none"> Foetal origins of adult disease, intrauterine growth retardation, low birth weight, cleft palate, foetal alcohol syndrome – causes and consequences. Infancy – current feeding practices and nutritional concerns, guidelines for feeding normal and low birth weight infants. Growth and nutritional assessment – Growth chart, LBW babies – characteristics and nutritional care. Nutritional assessment, nutrient needs, lactose intolerance, infant formula – types, complementary foods- liquid, semi-solid and solid food choices, special nutritional concerns in infant feeding. Feeding the premature infant, allergies and infant obesity. Develop low cost supplementary foods. 	15
Unit II	Nutrition during childhood <ol style="list-style-type: none"> Childhood – Growth and development, food and nutrient needs, dietary adequacy. Factors influencing food choices, food acceptance, parental influences. Development of healthy gut micro biome. Aetiology and treatment of PEM, Vitamin A Deficiency, Anaemia. Planning meals for children with Attention-deficit/hyperactivity disorder (ADHD), autism and dyslexia. Immunization schedule for children. School age - Growth and development, food and nutrient needs, dietary adequacy. Food choices, meal patterns, prevention of nutrition and health problems. Causes and consequences of stunting, underweight, wasting, overweight, obesity and dental caries. Packed lunch – dietary guidelines and nutritional requirements. Planning packed lunch for various income groups. 	15
Unit III	Nutrition during adolescence <ol style="list-style-type: none"> Growth and development, food and nutrient requirements Food habits, irregular meal pattern, peer pressure, eating disorders. Pros and cons of popular fad diets. Planning balanced diets for adolescents. Causes, consequences and treatment of adolescent pregnancy, PCOD, hormonal imbalance, premenstrual syndrome, anaemia, underweight, obesity. 	10
Unit IV	Nutrition in Pregnancy and Lactation <ol style="list-style-type: none"> Maternal nutrition– Factors influencing fertility, food and nutrient requirements, Effects of nutritional deficiencies during pregnancy, Physiological changes, weight gain during pregnancy, typical food preferences, PICA Effects of smoking, drugs and alcohol on stages of foetal growth and pregnancy outcome. Complications and discomfort during pregnancy - Nausea, vomiting, constipation, heart burn, PIH, eclampsia, pre-eclampsia and gestational diabetes. Lactation and breast milk – Physiology of lactation. Nutritive value and composition of breast milk - Colostrum. Food and nutrient requirements 	20

	for nursing mother, advantages of breast feeding, importance of breast feeding over formula feeds. Public health measures for pregnant and lactating women. Complications during lactation. d. COVID protocols for pregnant and lactating women. Planning balanced diets for pregnant and lactating women	
Unit V	Nutrition in Adulthood and Old Age a. Food and nutrient requirements during adulthood. Nutritional concerns in adulthood related to nutrient deficiencies. Signs and symptoms of menopause. Effect of occupational hazards, stress related disorders and lifestyle modifications to overcome them. b. Geriatric nutrition - Food and Nutritional requirements - Nutritional care of the elderly. Physiological changes affecting digestion and absorption. Food selection patterns of the elderly. Nutritional problems of old age. c. Planning balanced diets for adults and elderly based on special needs and requirements.	15
		75

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BOOKS

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- ❖ Simon Langley-Evans, 2015 Nutrition, Health and Disease: A Lifespan Approach 2nd Edition, Wiley Blackwell.
- ❖ Jacalyn J. McComb, Reid Norman, et al., The Active Female: Health Issues Throughout the Lifespan 2010, Human press.
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- ❖ Mahan, K.L., and Stump, S.E., 1996, Krauses Food, Nutrition and Diet therapy M.B. Saunders Co., USA.

E- LEARNING RESOURCES

- ❖ www.four-h.purdue.edu
- ❖ www.ingenta.connect.com
- ❖ nal.usda.gov/fnic/lifecycle
- ❖ www.fda.gov/search.html
- ❖ <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	S	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

SEMESTER II
CORE VI
PAPER VI – QUANTITY FOOD PRODUCTION AND SERVICE

CODE: MM22A

Time/Hrs: 4 Hours (Theory) & 2 Hours (Practical)

Year: I

Credits : 5

Semester: II

LEARNING OBJECTIVES

To enable the students to

1. Develop the skill of food selection and storage
2. Acquire the art of menu planning, production and service of food
3. Understand the importance of hygienic food handling procedures

COURSE OUTCOME

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Recall the principles of food selection. Understand the factors affecting selection of poultry, meat, sea food, eggs, fruits and vegetables. Gain knowledge on purchase, receiving and storage procedures, types of storage and hygienic handling of foods. Analyze the processed and convenience foods available in the market. Understand the importance of HACCP in food production and service.	K1,K2, K3,K4
CO2	Recall various culinary terms and understand the different cooking methods. Analyze different cuisines. Define standardization and describe the methods of standardization. Recognize the importance of portion control and yield. Apply the knowledge in standardizing recipes. Implement the use of ICT tools in menu Mechanics	K1,K2, K3
CO3	Define menu and understand the types of menus. Analyze the factors affecting menu planning and implement it in planning a menu. Describe menu formats and classify recipe files. Select appropriate menus for different types of catering. Design menu cards using ICT tools and create menus for various food service units and events	K1,K2, K3,K4, K5,K6
CO4	Discuss the main dishes and their accompaniments. Recognize the importance of soups, salads, salad dressings, common sauces and chutneys. Select appropriate dishes for special functions and festivals. Develop and create dishes for various catering units and events. Organize food stalls.	K2,K3, K4,K5, K6
CO5	Recall the types of service. Describe the styles of table service. Identify the equipment required for food service. Apply the rules for laying a table and examine the factors for selection of table covers. Analyze the attributes of food service personnel. Create innovative napkin folds and covers. Evaluate and select appropriate table settings for various meals and occasions	K1,K2, K3,K4, K5,K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Food selection and storage <ol style="list-style-type: none"> Factors affecting selection of poultry, meat, sea food, eggs, fruits and vegetables. Types of processed and convenience foods. Hygienic handling of foods – receiving, storage, pre preparation, production and service Purchase – Sources, methods and purchase procedure Types of storage, store room records and inventories 	15
Unit II	Methods of cooking and standardization <ol style="list-style-type: none"> Important culinary terms and methods of cooking Cuisines – Indian, Chinese, Western, and Continental Standardization – Definition, steps and methods. Portion control, stepping up of recipes and yield – use of ICT tools 	15
Unit III	Menu mechanics <ol style="list-style-type: none"> Definition of menu and types of menu–Table d’hôte, à la carte, carte de jour, cyclic, ethnic, speciality menus and French menu Factors affecting menu planning and steps in planning a menu Menu formats and recipe files – use of ICT tools Designing menu cards using ICT tools 	20
Unit IV	Quantity food production <ol style="list-style-type: none"> Food preparation – main dishes and their accompaniments. Soups, salads and salad dressings, common sauces and chutneys. Dishes for special Indian functions and festivals. Organizing, planning, preparation and service of different cuisines for 25 persons. 	20
Unit V	Food service <ol style="list-style-type: none"> Types of service – self service, waiter service, assisted service, outdoor catering, vending, online food delivery apps Styles of table service – American, Russian, French, and Indian. equipments for service – cutlery, hollow ware, flat ware, glass ware. Rules for laying a table – Formal and informal, Rules for serving food and beverage, Selection of table linen and mats. Designing appropriate covers and napkin folds Attributes and etiquette of food service personnel 	20
		90

INTEGRATED PRACTICALS

1. Standardization of selected recipes
2. Stepping up of recipes for 25 portions
3. Prepare and serve meals – Indian, Chinese, American and Continental
4. Table setting and napkin folds.

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E- LEARNING RESOURCES

- ❖ www.fda.gov
- ❖ www.wadsworth.com/nutrition
- ❖ www.ific.org
- ❖ www.vrg.Org
- ❖ <http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=1827>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	M	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	M	S	S
CO5	S	S	S	M	S	S

CORE VII

PAPER VII – THERAPEUTIC DIETETICS

CODE: MM22B

Time/Hours: 6 Hours (Theory)

Year: I

Credits 4

Semester : II

LEARNING OBJECTIVES

This course will enable students to

1. Understand the aetiology, physiologic & metabolic anomalies of acute and/or chronic disease states and its effect on nutrient requirements.
2. Identify the crucial points of disease management through nutrition support.
3. Recommend appropriate nutrition therapy for various disease conditions.

COURSE OUTCOME

On successful completion of the course the student will be able to:

CO	CO STATEMENT	K LEVEL
CO1	Explain pathophysiology, signs and symptoms and nutrition management of the various disease conditions of upper and lower Gastro Intestinal tract.	K1,K2,K3
CO2	Enumerate the types, etiology, symptoms and complications and explain the dietary management of diseases of liver, Biliary and pancreatic diseases.	K1,K2,K3
CO3	Comprehend the nutrient requirement for each disease condition including Cardiovascular, Renal and Lung diseases	K1,K2,K3
CO4	Demonstrate skill in calculating and classifying the degrees of obesity and proficiency in identifying the diet therapy for weight management and related interventions.	K4,K5
CO5	Identify the indications, contraindications, routes of delivery and develop a monitoring system for Enteral and Parenteral Nutrition support.	K5,K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S.No.	CONTENT	HOURS
Unit I	Medical Nutrition Therapy for Gastrointestinal Diseases a) Dietary management of Upper gastro intestinal diseases: Etiology, signs & symptoms, complications and dietary management for: Gastro-oesophageal reflux disease (GERD), Oesophagitis, Oral Cavity Cancer Stomach: Dyspepsia, Gastritis, Peptic & Duodenal Ulcer, Stomach Cancer, Gastric Surgery, Dumping Syndrome b) Dietary management of Lower gastro intestinal diseases Etiology, signs & symptoms, complications and dietary management of Flatulence, Constipation, Diarrhoea, Steatorrhea, Celiac Disease, Lactose Intolerance, Cow's Milk Protein Allergy, Inflammatory Bowel Disease (Ulcerative Colitis & Crohn's Disease), Irritable Bowel Syndrome, Diverticulosis & Diverticulitis, Short Bowel Syndrome (SBS), Ileostomy, Colostomy, Protein Losing Enteropathy	20
Unit II	Medical Nutrition Therapy for Liver, Biliary & Pancreatic Diseases a) Physiology, functions of Liver and Liver function tests. Dietary management of Acute & Chronic Hepatitis, Non-alcoholic Steatohepatitis (NASH), Stages & Progression of Liver Disease, Wilson's Disease, Hepatic Encephalopathy. b) Etiology, symptoms and dietary management of Cholelithiasis, Cholecystitis and cholecystectomy. c) Dietary management and diagnostic tests of Pancreatic disorders; Acute & Chronic Pancreatitis, Type 1 Diabetes, Type 2 Diabetes, Gestational Diabetes.	15
Unit III	Medical Nutrition Therapy for Cardiovascular, Renal & Lung Diseases a) Prevalence, Pathophysiology, risk factors, diagnostic tests and dietary management of cardiovascular diseases; Atherosclerosis, Hyperlipidaemia, Hypertension, Angina pectoris, Myocardial infarction, congestive heart failure. b) Pathophysiology, classification, diagnostic tests, risk factors and dietary management of renal diseases: Glomerulonephritis, Nephrotic Syndrome, Nephrolithiasis, Acute Kidney Injury, Chronic Kidney Disease c) Pathophysiology, risk factors and dietary management of lung diseases: Asthma, Chronic Obstructive Pulmonary Disease (COPD), Tuberculosis, Lung Cancer	20
Unit IV	Medical Nutrition Therapy for Weight Management and Other Conditions a) Etiology, classification, clinical manifestation, energy balance, management of Obesity: Components & regulation of Body Weight, Types & causes of Obesity, Nutritional Management, Nutrition post Bariatric Surgery b) Etiology, clinical manifestation and Dietary management of Underweight, Hyper and Hypothyroidism c) Classification, hydration calculation, dietary management in Burns, AIDS, Dysphagia, Stroke, Gout, Anaemia, Fever.	20

Unit V	Advanced Nutrition Intervention	15
	a) Assessment, calculation, formulation, and monitoring of Enteral Nutrition Support: Indications, Contraindications, Routes of access, Types of Enteral Formulae & its composition, Nutrient Delivery & Monitoring b) Assessment, calculation, formulation, and monitoring of Parenteral Nutrition Support: Indications, Contraindications, Routes of access, calculation of Parenteral Nutrition, Nutrient Delivery & Monitoring	
		90

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- ❖ Shils, M.E., Olson, J.A., Shike, M. and Ross, A.C. (1999): Modern Nutrition in Health and Disease, 9th Edition, Williams and Wilkins
- ❖ Garrow, J.S., James, W.P.T. and Ralph, A. (2000): Human Nutrition and Dietetics, 10th Edition, Churchill Livingstone
- ❖ Sue Rodwell Williams (2013) Nutrition, Diet Therapy (9th ed.). WB Saunders Company, London
- ❖ Nix S. (2013) Williams' Basic Nutrition & Diet Therapy. 14th Edition. Pub. Elsevier
- ❖ Vinitha Krishnan (2013) Nutrition planning aid for practicing dietitians.

JOURNAL

- ❖ Nutrition Update Series
- ❖ World Review of Nutrition and Dietetics
- ❖ Journal of the American Dietetic Association
- ❖ American Journal of Clinical Nutrition
- ❖ European Journal of Clinical Nutrition
- ❖ Nutrition Review

E-LEARNING RESOURCES

- ❖ <https://www.espen.org>
- ❖ <https://www.nutritioncare.org/home>
- ❖ <https://www.idf.org>
- ❖ <https://ispad.org>
- ❖ <https://www.diabetes.org>
- ❖ <https://www.eatright.org>

MAPPING OF CO WITH PSO

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	S	S	S	M	S	S
CO 2	S	S	S	M	S	S
CO 3	S	S	S	M	S	S
CO 4	S	S	S	M	S	S
CO 5	S	S	S	M	S	S

CORE VIII

PAPER VIII – THERAPEUTIC DIETETICS PRACTICAL

CODE:MM221

Time/Hours: 6 Hours

Credits 4

Year : I

Semester : II

LEARNING OBJECTIVES

1. Enable students to use, apply and interpret various methods of screening and assessment of nutritional status.
2. Understand commonly used tests for diagnosis of various diseases
3. Apply principles of diet therapy in planning and preparation of foods for various disease conditions.
4. Evaluate and understand nutrition labels to make informed food choices for self and educate patients.
5. Know the various nutritional supplements available and identify its appropriate usage.

COURSE OUTCOME

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

No.	COURSE OUTCOME STATEMENT	K LEVEL
CO1	Recall and understand various methods of nutritional screening and use of assessment tools. Select the appropriate screening methods and assessment tools for the purpose on hand. Acquire the skill to accurately assess and interpret the nutritional status of the individual.	K1, K2, K3
CO2	Apply dietetic principles in planning, preparing and evaluating meals intended for various disease conditions.	K3, K5, K6
CO3	Apply dietetic principles in planning, preparing and evaluating meals intended for patients requiring modification in consistency of food- stroke, gastro intestinal disease conditions.	K3, K5, K6
CO4	Analyse nutrition labels of nutritional supplements and determine its appropriate usage	K4
CO5	Execute a market survey on nutraceuticals and nutrition supplements, analyse and prepare tube feeding formulas.	K5, K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No.	CONTENT	HOURS
Unit I	Dietitian Skills Training – I (Steps involved in Nutrition Assessment & Screening) a) Nutrition Screening & Assessment Tools: Malnutrition Universal Screening Tool (MUST), Nutrition Risk Screening (NRS-2002), Mini Nutritional Assessment (MNA), Subjective Global Assessment (SGA), Global Leadership Initiative for Malnutrition (GLIM) Criteria b) Bed-side assessment tools: Nutrition Focused Physical Examination (NFPE), Anthropometric Assessment, Body Mass Index (BMI), Bioelectrical Impedance Analysis (BIA), Hand-grip dynamometer, Skin-fold Thickness, Biochemical parameters & its relation to disease conditions c) Problem, Aetiology, Signs & Symptoms (PESS) Statement –Case studies	25
Unit II	Preparation of Therapeutic Diets – I a) Planning, preparation and calculation of nutritive value of sample diet for conditions such as-Typhoid, Jaundice, Hepatitis, Cirrhosis, Pancreatitis, Cholelithiasis, COVID -19. b) Planning and preparation and calculation of nutritive value of sample diet for conditions such as Hyperlipidaemia, Obesity, Hypertension, Stages of renal disease, Renal calculi c) Carbohydrate Counting in Diabetes	20
Unit III	Preparation of Therapeutic Diets – II (Preparation of Sample Menu) a) Planning and preparation of sample diet for Anaemia b) Planning, preparation and calculation of nutritive value of sample diet for Ulcerative Colitis, Crohn's Disease, Lactose Intolerance, Celiac Disease c) Menu Planning for Dysphagia in Stroke, Constipation, Diaphorrea.	15
Unit IV	Dietitian Skills Training – II a) Construction of an Exchange List for Calorie, Carbohydrate and Potassium. b) Understanding Nutrition Labelling, Market Survey and evaluation of food products.	15
Unit V	Advanced Nutrition Intervention a) Familiarising and analysing the nutrition supplements available for various disease conditions. b) Planning and Preparation of tube feeds based on case study.	15
		90

REFERENCES BOOKS

- ❖ Mahan, L.K. & Escott-Stump, S. (2008) Krause's Food & the Nutrition Care Therapy, International Edition, 12th Edition, Saunders Elsevier Publication.
- ❖ Shils, M.E., Olson, J.A., Shike, M. and Ross, A.C. (1999): Modern Nutrition in Health and Disease, 9th Edition, Williams and Wilkins
- ❖ Garrow, J.S., James, W.P.T. and Ralph, A. (2000): Human Nutrition and Dietetics, 10th Edition, Churchill Livingstone
- ❖ Sue Rodwell Williams (2013) Nutrition, Diet Therapy (9th ed.). WB Saunders Company, London
- ❖ Nix S. (2013) Williams' Basic Nutrition & Diet Therapy. 14th Edition. Pub. Elsevier
- ❖ Vinitha Krishnan (2013) Nutrition planning aid for practicing dietitians.

JOURNALS

- ❖ Nutrition Update Series
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- ❖ Journal of the American Dietetic Association
- ❖ American Journal of Clinical Nutrition
- ❖ European Journal of Clinical Nutrition
- ❖ Nutrition Review

E-LEARNING RESOURCES

- ❖ <https://www.espen.org>
- ❖ <https://www.nutritioncare.org/home>
- ❖ <https://www.idf.org>
- ❖ <https://ispad.org>
- ❖ <https://www.diabetes.org>
- ❖ <https://www.eatright.org>

MAPPING OF CO WITH PSO

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	S	S	S	S	S	S
CO 2	S	S	S	S	S	S
CO 3	S	S	S	M	S	S
CO 4	S	S	S	M	S	S
CO 5	S	S	S	M	S	S

ELECTIVE I – INTERDISCIPLINARY

PAPER IX – SPORTS NUTRITION

CODE:MM32A

Time/ Hours: 5 Hours (Theory)

Year I

Credits 3

Semester: II

LEARNING OBJECTIVES

To enable the students to

1. Learn the effects of exercise on the physiological and energy systems of the body.
2. Understand the link between exercise and the demand it places on the nutrients in the body
3. Translate nutrient goals of an athlete into appropriate diet plans that can enhance performance

COURSE OUTCOME

On successful completion of the course the student will be able to:

CO	CO STATEMENT	K LEVEL
CO1	Recall the principles of exercise training, distinguish between various types of athletes and methods of body assessment, relate body composition to performance and identify suitable training and eating plans for weight management	K1,K2,K3
CO2	Explain the structure of muscle fiber, process of skeletal muscle contraction. Discuss muscular plasticity, cardio pulmonary adaptation and endocrinal response to exercise	K2
CO3	Demonstrate the skill to choose foods and create meal plans before, during and after exercise or competition which enhance performance	K4,K6
CO4	Identify and include foods in daily eating plans that meet the enhanced micronutrient requirements of an athlete	K3
CO5	Analyse hydration and electrolyte requirements of an athlete and evaluate dietary supplements for recommendation to athletes	K3,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Exercise – Principles, Assessment and Weight Management a. Definition of Exercise, Types of exercise, Principles of Exercise training. Type of Athlete- Resistance, Endurance and Power athlete b. Assessment- Methods of assessment of Body Composition, Relationship between body composition and performance c. Weight Management- Weight loss and weight gain as preparation for competition	15
Unit II	Exercise Physiology and Energy Systems a. Muscle Physiology- Structure of skeletal muscle, muscle fiber types, muscular contraction, muscular adaptation to exercise; Cardiopulmonary response and adaptation to exercise; Exercise training and endocrine system b. Energy system for exercise- Creatinine Phosphate energy system, anerobic glycolytic system, aerobic energy system-oxidative phosphorylation	15
Unit III	Fuelling for exercise a. Carbohydrate- utilization of carbohydrate during exercise, carbohydrate recommendations for athlete, guidelines for intake before, during and after exercise; carbohydrate loading b. Protein- protein recommendation for athletes, timing of protein intake, effects of inadequate and excessive protein intake on performance and health, use of protein and amino acid supplements, consideration of protein intake for vegetarian athletes. c. Fat- Fat as a source of energy for exercise, fat loading, fat recommendation for athlete, effect of inadequate intake of fat on performance and health	15
Unit IV	Role of Vitamins and Minerals a. Vitamins- recommended intake of vitamins for athletes, Influence of exercise on vitamin requirements, antioxidant function b. Minerals – recommended intake of minerals for athlete; importance of Ca. Fe, Zinc and Mg in an athlete's diet; female athletic triad	15
Unit V	Role of Fluid, Electrolytes and Nutritional Supplements a. Effect of exercise on fluid and electrolyte balance; hypohydration, hyperhydration, hyponatremia, maintenance of hydration before, during and after exercise. Use of sports drinks b. Definition of nutritional ergogenic aids and dietary supplements. Types of dietary supplements most frequently used by athletes, benefits and/or risks in the use of supplements, mechanism of action and supplement protocol.	15
		75

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BOOKS

- ❖ Bean A (2000) „The complex guide to sports nutrition“ A&C Black Publishers, London
- ❖ Clark N (2003) „Sports Nutrition Guidebook“, Human Kinetics, U.S.A.
- ❖ Dunford M and Doyle AJ, Nutrition for Sport and Exercise, Thomson Wadsworth, Australia.
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- ❖ Bagchi D., Nair S., Sen C.K., Ed., (2013) Nutrition and Enhanced Sports Performance- Muscle Building, Endurance and Strength, Elsevier, Academic Press, UK, USA.
- ❖ Srilakshmi B, Suganthi., Ashok C.K., (2016)- Exercise Physiology, Fitness and Sports Nutrition, New Age International Private Limited

E- LEARNING RESOURCES

- ❖ <http://www.aco.org.nz/pdf/nutrition-for-sports>
- ❖ https://www.researchgate.net/publication/258630492_Sports_Nutrition_Book_2013<http://themedicalbiochemistrypage.org>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	S	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

ELECTIVE II – EXTRA DISCIPLINARY
PAPER X – FUNCTIONAL FOODS AND HEALTH
CODE: MM42A

Time/ Hours: 5 Hours (Theory)

Year: I

Credits: 3

Semester: II

LEARNING OBJECTIVES

To enable the students to

1. Get an overview of the field of functional foods, nutraceuticals and natural health products.
2. Understand the functional food concept as related to ingredient efficacy and safety.
3. Get familiar with examples of bioactive ingredient-disease relationships

COURSE OUTCOME

CO	CO STATEMENT	K LEVEL
CO1	Describe components of nutraceutical and functional foods. Distinguish between conventional foods vs. functional foods as well as nutraceuticals vs. pharmaceuticals.	K1,K2,K3
CO2	Critically evaluate the health benefits of different types of Nutraceuticals	K2, K5
CO3	Distinguish between prebiotic and probiotic foods, their sources, health effects and potential for risk reduction of diseases	K4,K6
CO4	Discuss the therapeutic potential of functional foods based on the bioactive ingredients present in them.	K5
CO5	Recall the functional properties of Indian Superfoods and recommend their appropriate usage	K2,K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Concept of functional foods and nutraceuticals a. Functional Food and Nutraceuticals- Definition, history, types and classification. b. Benefits of functional foods and nutraceuticals c. Criteria to discriminate between conventional and functional foods. Role of functional foods in health promotion and disease prevention. Market for functional foods and factors driving their growth	15
Unit II	Probiotics a. Definition and important features of probiotic micro- organisms, Health effects of probiotics. b. Probiotics in various foods: fermented milk products, non-milk products and safety aspects of probiotics.	15
Unit III	Prebiotics a. Definition, sources, effect of processing, physiological effects, effects on human health and potential applications in risk reduction of diseases. b. Food applications of – non-digestible carbohydrates / oligosaccharides, Dietary fibre, Resistant starch, Gums.	15
Unit IV	Functional foods and bioactive ingredients for risk reduction of diseases a. Bioactive compounds in foods- Polyphenols, Flavonoids, catechins, isoflavones, tannins, Phytoestrogens, Phytosterols, Glucosinolates, Organo sulphur Compounds, Other components – Phytates, Protease. b. Definition, sources, effects on human health and potential applications in risk reduction of diseases.	15
Unit V	Therapeutic potential of Indian Super foods a. Spices and Condiments b. Herbs and medicinal plants c. Millets and traditional rice varieties, spirulina, chlorella	15
		75

REFERENCES

BOOKS

- ❖ Aluko, Rotimi, Functional Foods and Nutraceuticals, Springer-Verlag New York Inc., 2012.
- ❖ Satinder Kaur Brar, Surinder Kaur and Gurpreet Singh Dhillon, Nutraceuticals Functional Foods, 2014.
- ❖ Robert E.C. Wildman, Robert, Wildman, Taylor C, Handbook of Nutraceuticals and Functional Foods, Third Edition, Wallace, 2002.

E- LEARNING RESOURCES

- ❖ <http://www.aco.org.nz/pdf/nutrition-for-sports>
- ❖ https://www.researchgate.net/publication/258630492_Sports_Nutrition_Book_2013
[http:// themedicalbiochemistrypage.org](http://themedicalbiochemistrypage.org)

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	M	M	M	S	S
CO2	M	M	M	M	S	S
CO3	M	M	M	M	S	S
CO4	M	M	M	M	S	S
CO5	M	M	M	M	S	S

SEMESTER III

CORE IX

PAPER XI – COMMUNITY NUTRITION

CODE:MM23A

Time/ Hours: 4 Hours (Theory) & 2 Hours (Practical)

Year: II

Credits: 4

Semester: III

LEARNING OBJECTIVES

To enable the students to

1. Learn the basic concept of public nutrition.
2. Gain knowledge on the prevalence of nutritional problems and communicable diseases prevailing in our country and reflect on suitable intervention strategies to combat them.
3. Get acquainted with the health care delivery system prevailing in our country.

COURSE OUTCOME

On successful completion of the course the student will be able to

CO	CO STATEMENT	K LEVEL
CO1	Understand the basic concepts of community nutrition, the importance of breastfeeding, weaning and analyze the synergism between nutrition and infection	K1,K2,K4
CO2	Analyze the magnitude of nutritional problems prevailing in our country by applying appropriate assessment tools	K3, K4
CO3	Develop and evaluate nutrition intervention strategies suitable for the nutritional problems existing in a community	K5,K6
CO4	Infer the role of National and International organisations in alleviating malnutrition and evaluate the use of computers in enhancing the community nutrition programs	K3,K5
CO5	Understand the basic concepts of community health, identify appropriate control measures to eradicate communicable diseases	K2,K3
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	<p>Concept of Public Nutrition, Community Health and Communicable diseases</p> <p>a) Introduction of nutrition to National development in terms of socio-economic, industrial and agricultural development. Relationship between Nutrition and Health. Sectors, programmes and public policies related to Nutrition and Health. Millennium development goals.</p> <p>b) Malnutrition- consequences, etiological factors. Synergism between malnutrition and infection. Importance of breastfeeding and weaning to alleviate malnutrition-formulation and preparation of complementary Foods</p>	15
Unit II	<p>Nutritional Problems and Assessment of Nutritional Status</p> <p>a) Nutritional problems prevailing in India- PEM, Iron, iodine, Vitamin A and B complex deficiencies, fluorosis, obesity- prevalence, etiology, clinical manifestations, preventive and therapeutic measures.</p> <p>b) Methods of nutritional assessment- Direct methods- Nutritional Anthropometry and Growth Standards. Dietary assessment, clinical methods, biochemical and radiological assessment. Indirect methods- vital statistics, assessment of ecological factors.</p> <p>c) Nutrition monitoring and Nutrition surveillance using technology- objectives and agencies involved in nutrition monitoring. Need for nutrition surveillance and key indicators for nutrition surveillance programme.</p>	25
Unit III	<p>Strategies to combat malnutrition</p> <p>a) Feeding programmes-Objectives and operations of feeding programmes- ICDS, Mid-day meal programme</p> <p>b) Nutrition Education- need, scope, importance and theories of nutrition education, process of nutrition education- formulation, implementation and evaluation and problems of nutrition education programme</p> <p>c) Food fortification and enrichment- using current technology</p> <p>d) Increased agricultural production and animal husbandry with emphasis on nutritious foods and nutrition gardens</p> <p>e) Food and Nutrition security- objectives and programmes</p> <p>f) Supplementation and prophylaxis programmes.</p> <p>g) Environmental sanitation and health.</p> <p>h) Public distribution system. Food for Work Programme</p> <p>i) Case studies of selected strategies and programmes- their rationale, context, selection of best possible strategies based on a particular situation.</p>	20

Unit IV	National and International organisations related to nutrition and health, Role of computers in community nutrition a) National Organizations- ICMR, NIN, CFTRI, ICAR- objectives, funding, policies, programmes, current projects, recent research activities and publications. b) International Organizations- WHO, FAO, CARE, UNICEF, World Bank- objectives, funding, policies, programmes, current projects, recent research activities and publications. c) Role of computers in nutritional assessment, diet counselling and nutrition education, nutrition and diet surveys	15
Unit V	Community Health and Communicable diseases a) Concept of community health- Concept of health care, levels of Health care, Primary Health care, Health care delivery service, Role of public nutritionists in health care delivery systems. b) Communicable diseases- Epidemic, endemic and pandemic diseases, measures to control, factors responsible for communicable diseases- mode of transmission, preventive measures- chicken pox, malaria, typhoid, tuberculosis, filariasis, leprosy, AIDS, SARS, MERS, SARS COV2.	15
		90

PRACTICAL

1. Assessment of nutritional status using anthropometry
2. Assessment of nutritional status using Diet survey
3. Planning and preparation of programmes on significant days, like breast feeding week, Nutrition week, World Food Day.
4. Study of the following through visits
 - a) Government School Lunch programme
 - b) ICDS programme/Anganwadi training centers
 - c) Primary Health center
5. Conduction of Nutrition Education programme using audio, visual aids and ICT tools, in a community to create awareness on ways to overcome nutritional problems prevailing in India.
6. Community Nutrition programme planning- Introduction, Identification of problem, nutritional assessment, analysis of causes, resources, constraints, selection of interventions, setting a strategy, implementation, evaluation of the programme

REFERENCES

BOOKS

- ❖ Food and Nutrition:What Everyone needs to Know, 2018, by P.K.Newby, Oxford University Press
- ❖ Public Health and Community Nutrition, 2016, by Elizabeth Eleander, Momentum Press
- ❖ Human Nutrition: Science for Healthy living, 2021, by Thomas.J.Stephenson, Mc Graw Hill Publishers
- ❖ A Prescription for Healthy Living:A Guide to Lifestyle Medicine, 2021,edited by Emma Short, Academic Press
- ❖ Understanding Nutrition, 16th edition, 2021, Ellie Whitney and Sharon Rady Wolfes, Cengage Learning Publishers
- ❖ The Future of Nutrition: An Insider's Look at the Science, Why We Keep Getting It Wrong, and How to Start Getting It Right , 2020, by Colin Campbell.T and Nelson Disla, Ben Bella Books.
- ❖ Communicating Nutrition: The Authoritative Guide, 1st Edition, 2020, by Barbara J. Mayfield, Academy of Nutrition and Dietetics
- ❖ Public Health Nutrition: Essentials for Practitioners 1st Edition, 2020, edited by Jessica Jones-Smith, Johns Hopkins University Press.
- ❖ Community and Public Health Nutrition, 5th edition, 2022, by Sari Edelstein, Jones & Bartlett Learning
- ❖ Public Health Nutrition:Rural, Urban, and Global Community-Based Practice, 2020 edited by Margaret Barth,Ronny Bell, Karen Grimmer. Springer Publishing Company
- ❖ Nutrition in Public Health-Principles, Policies, and Practice, Second Edition,2021
By Arlene Spark, Lauren M. Dinour, Janel Obenchain, CRC Press
- ❖ Nutrition, Immunity, and Infection, 1st Edition, 2017, edited by Philip C. Calder, Anil D. Kulkarni, CRC Press

E-LEARNING RESOURCES

- ❖ <https://epgp.inflibnet.ac.in/>
- ❖ <https://osteopathic.nova.edu/ms-nutrition/community-nutrition-resources.html>
- ❖ <https://www.publichealth.org/resources/nutrition/>
- ❖ <https://snapedtoolkit.org/resources/online-resources/nutrition-and-food/>
- ❖ <https://www.eatrightpro.org/practice/practice-resources/public-health-and-community>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	M	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	M	M	S

CORE X

PAPER XII – OPERATIONS MANAGEMENT IN FOOD SERVICES

Time/ Hours: 6 Hours (Theory)

Credits 4

CODE: MM23B

Year II

Semester : III

LEARNING OBJECTIVES

To enable the students to:

1. Understand concepts of operational management in hotels.
2. Develop competency in effective utilization of human resources.
3. Acquire skill to manage food service operations.

COURSE OUTCOME

On successful completion of the course the student will be able to:

CO	CO STATEMENT	K LEVEL
CO1	Define operations management, Explain the causes of conflict and procedure for grievance and disciplinary action; identify factors promoting or hindering change; evaluate the different leadership styles and illustrate the roles and qualities of a leader	K1,K2,K3
CO2	Describe the factors affecting location and layout ; explain features essential for efficient operation of kitchen, stores and service areas, plan layout suitable for different operations	K2,K3,K4
CO3	Explain the labour laws applicable to food services, create a training module for food service workers, differentiate between different tests and interviews used in selection, Describe functions and types of training, evaluate the different methods of performance appraisal; Assess the benefits of financial and nonfinancial incentives	K2,K3,K4 K5,K6
CO4	Describe the components of cost, pricing policy and types of budget, differentiate between the different types of inventories, explain the uses of different store room and personnel records, calculate kitchen percentage and price of a dish, summarize the factors affecting pricing and suggest ways to reduce and control food, labour and overhead cost	K1,K2,K3 K5
CO5	Discuss on work simplification methods, explain methods to ensure TQM and QWL. Determine ways to simplify work in the kitchen; summarize principles of motion economy and Mundel's classes of change for work simplification. Analyse current concepts in quality management ,work simplification, evaluate the strategies for simplifying work and improving productivity	K2,K3,K4 K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Administrative Management a) Operations Management-Definition and types; function of administrative management; supply chain management-meeting customer needs b) Leadership: Styles, roles, qualities of a leader c) Management of conflict: causes of conflict, grievance procedure and disciplinary action d) Management of change: need for change, factors promoting and hindering change, stages in implementing change.	10
Unit II	Management of space for comfort and productivity a) Factors affecting location and layout b) Layout design for efficient operation and safety: types of kitchens, Space allowance for different work areas, storage and service areas c) Layout of kitchen, Storage and service areas- Location, work flow, structural features, work surfaces and safety features d) Planning for equipment, Noise control. Good lighting in different areas, Interior décor, types of walls, types of Thermal comfort (heating. cooling. air-conditioning and ventilation-IAQ Indoor air quality, IAP Indoor Air Pollution and humidity) water supply, plumbing, drainage and waste disposal system	25
Unit III	Management of Human Resources Personnel Functions a) Staffing: manpower planning, recruitment, selection, and placement b) Employee training and development- functions, types and methods of training. c) Performance appraisal -need, functions, traditional and modern methods of appraisal d) Compensation - wages and fringe benefits; Personnel maintenance-financial and non-financial incentives Labour Legislations a) Labour laws relating to payments and working conditions in catering establishments	25
Unit IV	Financial and Records Management a) Budgets-types. b) Fixed and Variable cost, conversion costs. Components of cost c) Material cost, Labour cost and overhead cost; factors affecting cost control; Food cost percentage, reducing cost d) Pricing-Dish, meal, menu pricing; factors affecting pricing, pricing policies	20

	Records Management a) Store room records, physical and perpetual inventories; Personnel records, b) use of computers in records management Management Information system (MIS)-uses b) Property management system (PMS) -use in food service-point of sale, computerized accounting	
Unit V	Quality management approach to productivity a) Work simplification: Principles of motion economy, methods of work improvement; Mundel's classes of change for work simplification. b) Current concepts in Management -Total Quality Management (TQM) and Quality of Work Life (QWL)	10
		90

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- ❖ Kotschever, L. and Terrell, M. E. (1981) Food Service planning, Layout and Equipment. John Wiley & Sons, Inc., London
- ❖ Sethi, M. and Malhan, S. (1993) Catering Management. An Integrated Approach. 2nd ed. New Age International Pvt., Ltd., New Delhi
- ❖ Payne-Palacio J and Theis M(2019) Food Service Management-Principles and Practices, 13th Ed. Pearson India Education Services Pvt.Ltd. Noida,India
- ❖ West B.B, Wood L, Harger V.P., (2006), Food Service in Institutions. John Willey and Sons, Inc., New York
- ❖ Sethi, M. (2016) Institutional Food Management, 2nded. New Age International Pvt Ltd., New Delhi.
- ❖ Malhotra RK (2005) Food Service and Catering Management, Anmolpublications Pvt Ltd., New Delhi
- ❖ Barrows,W.C., Powers, T and Reynolds,D.R.,(2012), Introduction to Management in the Hospitality Industry, John Wiley and Sons

E- LEARNING RESOURCES

- ❖ <https://www.digimat.in/nptel/courses/video/122105020/L05.html>
- ❖ <http://www.digimat.in/nptel/courses/video/122105020/L10.html>

- ❖ <https://www.youtube.com/watch?v=VXc4dnoGzoY>
- ❖ <https://www.youtube.com/watch?v=Ik0hHbp0ajs>
- ❖ https://knowledge.leglobal.org/wp-content/uploads/sites/2/LEG-EmploymentLaw-Overview-2021-2022_India_27.03.21.pdf

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	M	S	S
CO2	S	S	S	M	S	S
CO3	S	S	S	M	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	M	S	S

CORE XI
PAPER XIII – FOOD PRODUCT DEVELOPMENT

Time/ Hours: 6 Hours (Theory)

Credits 4

CODE: MM23C

Year: II

Semester: III

LEARNING OBJECTIVES

To enable the students to

1. Understand and gain experience in the process of food product development
2. Gain knowledge related to the consumer in product development
3. Gain insight into food product ingredient technology

COURSE OUTCOME

On successful completion of the course the student will be able to:

CO	CO STATEMENT	K LEVEL
CO1	Consider the role of food trends in the development of new products.	K1,K2,K3
CO2	Create a food product using knowledge of food ingredients and functional foods.	K3, K6
CO3	Create and assess a product using the development process.	K5,K6
CO4	Analyse and evaluate the design and packaging for food products. Assess the product's quality and sensory characteristics.	K4,K5
CO5	Describe the marketing innovation strategies to be used to produce new innovative food products.	K3,K5
	K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create	

THEORY

S. No	CONTENT	No of hours
Unit I	Food Needs & Consumer Preference a. Market survey and its importance in: designing a questionnaire to find consumer needs for a product or a concept. b. Developing a Product to Meet the Requirements. Product life cycle. Creating brand value for the Product. The SWOT analysis	15
Unit II	Designing New Products a. New Food Product Development (NPD) process and activities, The Stage-Gate model NPD success factors, new product design, food innovation case studies, market-oriented NPD methodologies, organization for successful NPD b. Recipe Development; use of traditional recipe and modification; involvement of consumers, chefs and recipe experts; selection of materials/ingredients for specific purposes; modifications for production on large scale, cost effectiveness and return on investment, nutritional needs or uniqueness; use of novel food ingredients and novel processing technologies.	20
Unit III	Standardization & Large-Scale Production a. Process design, equipment needed; establishing process parameters for optimum quality b. Sensory Evaluation; Lab requirements; different techniques and tests; statistical analysis; application in product development and comparison of market samples; stages of the integration of market and sensory analysis.	25
Unit IV	Quality, Safety & Regulatory Aspects a. Product Stability; evaluation of shelf life; changes in sensory attributes and effects of environmental conditions; accelerated shelf life determination; developing packaging systems for maximum stability and cost effectiveness; interaction of package with food. b. Regulatory Aspects for safety and quality; whether product conforms to standards; Approval for Proprietary Product.	15
Unit V	Product Commercialization, Launch, Evaluation & Case Studies a. Outcomes and activities in product commercialization, Pre-launch trial, Steps in product launch, Evaluation of the Launch, product performance testing, developing test market strategies, b. Case Studies of some successes and failures, food choice models and new product trends.	15
		90

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- ❖ Jacqueline H. Beckley, M. Michele Foley Elizabeth J. Topp & J. C. Huang Witoon Prinyawiwatkul (2007). Accelerating New Food Product Design and Development. Blackwell Publishing Company. IFT Press. USA
- ❖ Howard R. Moskowitz, I. Sam Saguy & Tim Straus (2009). An Integrated Approach to New Food Product Development. Taylor and Francis Group, LLC. USA
- ❖ Mary Earle and Richard Earle (2008). Case studies in food product development Wood head Publishing Limited and CRC Press LLC. USA
- ❖ Creating New Foods. The Product Developer's Guide: Marie D. Earle and Richard L. Earle (2001). Chadwick House Group Ltd. New Zealand.
- ❖ David H. Lyon, Mariko A. Francombe, Terry A. Hasdell and Ken Lawson (1992). Guidelines for sensory analysis in food product development and quality control. Chapman & Hall, 2-6 Boundary Row, London.

E- LEARNING RESOURCES

- ❖ https://www.academia.edu/1990616/New_food_product_development_from_concept_to_marketplace
- ❖ <http://154.68.126.6/library/Food%20Science%20books/batch1/Functional%20Food%20Product%20Development.pdf>
- ❖ https://www.researchgate.net/publication/259054153_New_Food_Product_Development
- ❖ <https://www.destechpub.com/wp-content/uploads/2015/01/Methods-for-Developing-New-Food-Products-preview.pdf>
- ❖ <https://nzifst.org.nz/resources/foodproductdevelopment/Chapter-3.htm>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	M	M	M	S	S
CO2	M	M	M	S	S	S
CO3	S	S	M	M	M	M
CO4	M	M	M	M	S	S
CO5	M	M	S	S	S	S

CORE XII

PAPER XIV DIETETIC INTERNSHIP

Duration : 15 Days minimum

**CODE :
Year – II**

Credits : 2

Semester : III

The students are expected to undergo a dietetic internship for a minimum of 15 days at any reputed hospital that has a Dietary Department operated by Registered Dietitians.

OBJECTIVE: The Internship is committed to preparing graduates in the M.Sc. Food Service Management and Dietetics Degree to join as entry level dietitians with a strong foundation in the theory and application of medical nutrition therapy.

EXPECTED OUTCOME OF THE INTERNSHIP

On successful completion of the internship, the student:

- Learns how a dietary department functions and the specific roles and responsibilities of a dietitian.
- Develops skills in nutrition screening and assessment
- Acquires training in nutrition diagnoses of each patient assessed
- Acquires training in preparation of enteral formula feeds.
- Demonstrates the ability to implement nutrition care plans; document nutrition care provided maintain internship logbook and monitor outcomes of the nutrition plan
- Displays familiarity with the use of standardized terminology in documentation.
- Demonstrates competency in professional presentation, communication and writing skills.
- Acquires training in diet counselling, online counselling and group counselling
- Is trained in the preparation and presentation of case studies/short communications for publication

EVALUATION

Internship will be carried out during the summer vacation after the second semester and the intern will be evaluated at the hospital on a continuous assessment basis, while the report submitted by the student will be evaluated by two examiners: one from within the hospital and one from the college or institution to which the student belongs.

ELECTIVE III – INTERDISCIPLINARY PAPER XV
RESEARCH METHODOLOGY AND STATISTICS

Time/ Hours: 5 Hours

Credits 3

CODE:

Year II

Semester: III

LEARNING OBJECTIVES

To enable students to

1. Gain a clear understanding of basic concepts, approaches and methods in conducting research.
2. Appreciate and critique the nuances of designing a research study and the ethical dimensions involved in conducting research.
3. Apply appropriate statistical techniques for data collection, analysis and interpretation in any given study in the field food service management and dietetics
4. Acquire skills required in preparing a research proposal.

COURSE OUTCOME

On successful completion of the course the student will be able to

CO No.	CO STATEMENT	K LEVEL
CO 1	Demonstrate knowledge of the scientific method, purpose and approaches to research. Explain the basic concepts and approaches to research. Become a qualified researcher.	K2, K4
CO 2	Identify and select appropriate techniques to select samples and tools of measurement for the chosen research problem at hand	K2, K3
CO 3	Analyse the types of tools applicable to research problem; Acquire skills in preparing a research proposal and construct common data collection tools	K3, K4, K5, K6
CO 4	Conduct statistical analysis for the given data, interpret the results and depict findings with suitable use of tables and pictorial representations	K3, K4, K6
CO 5	Present research data in a scientific manner and understand the key elements of a research report. Utilize computer applications for research in food service management and dietetics.	K3, K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Foundation of Nutrition Research Meaning, Objectives and Classification of Research Designs –Exploratory, Descriptive – Longitudinal and Cross sectional, Retrospective, and Experimental – Pre-Experimental, Quasi Experimental and True Experimental designs. Research Process - Selection and Formulation of Research Problem Objectives of Research Hypothesis: Definition, Importance, Types and Errors - I & II Deciding Variables	15
Unit II	Scaling, Sampling and Sample Design Sampling Process and Characteristics of good Sampling Classification of Sampling Techniques - Probability and Non-Probability Sampling Scaling 1. Nominal Scale 2. Ordinal Scale 3. Interval Scale 4. Ratio Scale	10
Unit III	Data Collection and Preparation Data Collection – Tools – Primary Data 1. Interviews –Structured and unstructured 2. Case studies 3. Questionnaire 4. Surveys – Pilot & KAPs. 5. Laboratory Experiments Secondary Data 1. Published Sources 2. Unpublished Sources Reliability and Validity of Tools– Meaning Data Preparation Process – Editing, Coding, Classification, Tabulation	15
Unit IV	Statistical Methods Parametric and Non-Parametric tests – Difference and Applications Data Analysis Process- Descriptive Analysis- Graphical and Diagrammatic Presentations Quantitative Analysis- Basic Concept and Simple Sums Measures of Central Tendency – Mean, Median & Mode – Basic concept and simple sums Measure of Dispersion -Standard Deviation Statistical Inference – Basic Concept and Simple Sums Tests of Hypothesis t – test ANOVA – One Way & Two Way Chi- square test – Goodness of Fit & Test of Independence Regression and	20

	correlation	
Unit V	Reporting the Findings and Computer Applications Basics of Report Writing – Importance Types Mechanics Guidelines and Precautions End Notes- Bibliography, Appendices, Footnotes and Glossary of terms Computer Applications in Nutrition Research- importance and Uses Applicable Statistical Analysis Software- Literature Searching-PubMed Data Analysis- Micro Soft Excel, SPSS Plagiarism Checker – Turnitin, Scribbr Reference Manager - Mendeley	15
		75

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BOOKS

- ❖ Ranjit Kumar (2011). Research Methodology: a step-by-step guide for beginners, SAGE Publications. 3rd edition.
- ❖ Anderson, David R and et.al. (2013): Statistics for Business and Economics. Delhi, Cengage Learning India Pvt Ltd. 11th Ed.
- ❖ Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research. Himalaya Publishing House, Mumbai.
- ❖ Bell, Judith (2005): Doing your Research Project – A guide for first time researchers in education, health and social science. England, Open University Press. 4th Ed.
- ❖ Danial, Wayne W and Chad L Cross (2017): Biostatistics – Basic Concepts and Methodology for the Health Sciences – International Student Version. New Delhi, ArEmm International, 10th Ed.

E-LEARNING RESOURCES

- ❖ <https://mfs.mkcl.org/images/ebook/Fundamental%20of%20Research%20Methodology%20and%20Statistics%20by%20Yogesh%20Kumar%20Singh.pdf>
- ❖ <https://www.statisticssolutions.com/research-methodology/>
- ❖ https://ebooks.lpude.in/library_and_info_sciences/MLIS/year_1/DLIS401_METHODOLOGY_OF_RESEARCH_AND_STATISTICAL_TECHNIQUES.pdf

- ❖ https://onlinecourses.swayam2.ac.in/nou21_cm03/preview
- ❖ <https://www.udemy.com/course/research-methods-and-statistics-advanced/>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	M	M	M	S	S
CO2	M	S	S	W	S	S
CO3	S	S	S	M	S	S
CO4	M	M	M	M	S	M
CO5	S	S	S	S	S	S

**ELECTIVE IV – EXTRA-DISCIPLINARY
PAPER XVI – LIFESTYLE MANAGEMENT**

CODE:

Year: II

Semester: III

Time/ Hours: 5 Hours

Credits 3

LEARNING OBJECTIVES

1. To introduce the student to concepts of health, wellness and fitness, providing practical strategies for developing and maintaining a healthy lifestyle
2. To empower students to take control of their personal health and lifestyle
3. To provide the basis for incorporating physical activity and other healthy lifestyle practices into their daily routine.

COURSE OUTCOME

On successful completion of the course the student will be able to:

CO	CO STATEMENT	K LEVEL
CO 1	Understand the types of physical activity and Explain its benefits on overall health and well being	K1,K2
CO 2	Analyze the various healthy eating patterns and to Explain the role of right nutrition in health and fitness	K2,K3
CO 3	Identify various weight management techniques and importance of behavioral changes in weight management	K2,K5
CO 4	Identify and analyze the stress coping strategies and power of positive Thinking	K3
CO 5	Understand the importance of yoga for physical wellbeing and mental Health	K3,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Importance of Physical health and wellness a. Benefits of Physical Activity b. Different type of Exercises c. Aerobic and Anaerobic exercises d. Exercise for various disease conditions (specify the diseases)	15
Unit II	Role of Nutrition and Health a. Role of Nutrition in health b. Concept of Whole foods and plant based diets c. Food guide pyramid and my plate method d. Adapting healthy eating patterns	15
Unit III	Weight Management a. Role of nutrition and factors involved in weight management b. BMI and health assessment c. Advantages and disadvantages of various diets d. Importance of Good sleep and Rest e. Need for behavioural change in weight management goals	15
Unit IV	Stress Management a. Signs and symptoms of Stress b. Chronic stress and its effect on mind and body c. Diet Stress relationship d. Stress coping strategies	15
Unit V	Physical activity for health and well being a. Basic concepts and benefits of Yoga, Zumba, Tai chi, Qigong, EFT tapping b. Importance of meditation and breathing exercises c. Power of Positive thinking	15
		75

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- ❖ Miranda Thew Jim McKenna .Wiley-Blackwell; 1 edition (2008)
- ❖ Lifestyle Management in Health and Social Care.
- ❖ Concepts and skills for practical dietetics, Ananda, Sri 1989.The Complete Book of Yoga. New Delhi : Orient paperbacks
- ❖ Coleman,(Dr.) Vernon. (1998)Stress Management Techniques. Bombay: IBH Publishers
- ❖ Taub A Edward MD (1994) . The Wellness Rx New Jersey, Prientice Hall
- ❖ Stephen R. Covey (1989), 7 Habits of Highly Effective People
- ❖ Richard Carlson, Stop Thinking, Start Living: Discover Lifelong Happiness

E-LEARNING RESOURCES

- ❖ lifestylemanagment.com/importance-of-lifestyle-management/
- ❖ (PDF) YOGA AND HEALTH (researchgate.net)
- ❖ Yoga eBook (nih.gov)
- ❖ (PDF) Stress Management (researchgate.net)
- ❖ <https://www.health.harvard.edu/topics/exercise-and-fitness>
<https://ncert.nic.in/textbook/pdf/kehe103.pdf> · PDF file

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	S	W	W	W	M
CO2	S	S	M	W	W	M
CO3	S	M	M	W	W	M
CO4	S	S	W	W	W	M
CO5	S	M	M	W	W	M

**SEMESTER IV
CORE XIII**

PAPER XVII – ENTREPRENEURIAL DEVELOPMENT

Time/ Hours: 6 Hours (Theory)

Credits: 4

Code:

Year: II

Semester: IV

COURSE OUTCOMES

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

CO	CO STATEMENT	K LEVEL
CO1	Discern distinct entrepreneurial traits.	K1,K2,K3
CO2	Explain business idea generation techniques, Evaluate parameters to assess opportunities and constraints for new business ideas and device a business plan. Discuss ownerships and SHG	K2,K5
CO3	Explain financial, working capital and marketing management	K4,K6
CO4	Identify and include Major steps involved in setting up a Small-Scale Unit Elaborate Export Marketing procedures & formalities and learn about Patents & IPRs	K2, K3, K4
CO5	Analyze Legislation process and explain the Labor Laws Application	K3,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Entrepreneurship – Basic concepts Entrepreneurship – Definition, Importance, Challenges and its relevance in career growth Startups India–Incubation Centre-Digital entrepreneurship & Social entrepreneurship Entrepreneur- Meaning and Characteristics	20
Unit II	Business Idea and Self-Help Groups Business Idea Generation Techniques–Identification of Business Opportunities Ownership- partnership, sole proprietorship, franchise, cottage industries, self-employment SHG– Meaning, Importance and Government Assistance	20
Unit III	Financial and Marketing Management Financial Management- Books of Accounts, Financial Statements, Working Capital Management –Factors and sources, Break -Even Analysis Marketing Management- Marketing Mix- Product, Promotion, Place & Price	20
Unit IV	Setting up a Small-Scale Unit Major steps involved in setting up a Small-Scale Unit Financial support from Financial Institutes- National level -NBMSME, KVIC, DC-MSME, NSIC, NSTEDB, EDI, NI-MSME, NIESBUD, IIE, NABARD State level- DIC, SFC, SIDC, SIADB, SIDBI Export Marketing- procedures & formalities Inventory Management & TQM - Basic concepts Patents & IPRs	15
Unit V	Legislation Formalities Legislation- Licensing, Registration, Municipal Laws, Business Ethics Labor Laws Application Consumer Complaints and Redressal Tax – GST and its implications	15
		90

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- ❖ Saravanavel, (2005), Entrepreneurial Development, Ess Pee Key Publishing House, Chennai
- ❖ Vasant Desai, (2004), Project Management, Himalaya Publishing House.
- ❖ Holt (2009), Entrepreneurship, New venture creation.
- ❖ S.Saini and S.K., Dhameja, (2011), Entrepreneurship and Small Business Rawart New Delhi.
- ❖ C.Jain, (2012), Handbook for New Entrepreneurs, Oxford University Press.

E-LEARNING RESOURCES

- ❖ <http://www.ddegjust.ac.in/studymaterial/mba/cp-401.pdf>
- ❖ <https://ecestudy.files.wordpress.com/2015/02/theories-of-entrepreneurship.pdf>
- ❖ <http://www.bimkadapa.in/materials/ED-5-UNITS-PDF.pdf>
- ❖ https://www.theseus.fi/bitstream/handle/10024/115894/Laamanen_Pirita.pdf?sequence=1&isAllowed=y
- ❖ <https://bbamantra.com/preparation-of-a-business-plan/>
- ❖ <https://courses.lumenlearning.com/boundless-business/chapter/introduction-to-entrepreneurship2>.<http://www.rroij.com/open-access/women-entrepreneurs--problems-of-women-entrepreneurs-.php?aid=48589> –
- 3.http://www.mbaexamnotes.com/business_idea.html
- ❖ <https://www.businessstudynotes.com/finance/project-management/types-feasibility>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	W	M	W	M	S
CO2	M	S	S	S	S	S
CO3	M	M	M	M	S	S
CO4	M	M	S	M	S	S
CO5	M	S	S	S	S	S

CORE XIV

PAPER XVIII – DISSERTATION

Time/ Hours: 7 Hours (Field work)
Credits : 8

CODE :
Year II
Semester : IV

LEARNING OBJECTIVES

To enable the student to:

1. Develop skills in conducting a research study
2. Learn the art and science of preparing and presenting a research document.

COURSE OUTCOMES

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

CO	CO STATEMENT	K LEVEL
CO1	Develop a research design on a topic relevant to their field	K1,K2,K3, K4, K5, K6
CO2	Prepare a systematic literature review on the topic selected	K2, K3, K4,K5
CO3	Select and execute the most appropriate methodology for the study and provide justification for the choice made.	K2,K3, K4, K5, K6
CO4	Acquire skill in collecting, analyzing, presenting and interpreting data accurately.	K3,K4,K5,K6
CO5	Present findings of the study in a logical and sequential manner and discuss them against a backdrop of available scientific literature; Cite references in prescribed format and conduct plagiarism check on the document prepared.	K2, K3,K4,K5,K6
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

COURSE OUTLINE:

The structure of the dissertation includes

Unit 1 : Introduction

Unit 2: Review of Literature

Unit 3: Methodology

Unit 4: Results and Discussion

Unit 5 : Summary and Conclusion, Bibliography

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	S	S	S
CO2	S	S	S	S	S	S
CO3	S	S	S	S	S	S
CO4	S	S	S	S	S	S
CO5	S	S	S	S	S	S

ELECTIVE V – INTERDISCIPLINARY
PAPER XIX – HOSPITAL ADMINISTRATION

Time/ Hours: 5 Hours
Credits : 3

CODE :
Year II
Semester : IV

COURSE OUTCOME

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

CO	CO STATEMENT	K LEVEL
CO1	Distinguish between the types of hospitals and the departments and their organizational structure	K1,K2
CO2	Describe the code of ethics followed in hospitals and Explain the roles and responsibilities of health professionals	K1, K2
CO3	Recall legal laws and identify medical malpractices and Evaluate the quality and safety in hospitals through use of appropriate measures	K3,K5
CO4	Analyze the budgeting and fund flow management in hospitals	K4
CO5	Discuss the National Health policy and community based health development in rural areas	K3,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Introduction to Hospital Administration Concept of Hospitals - Different types of Hospitals - Problems and constraints in different type of Hospitals - History of Hospital Development - Departmentation and organization structure of different types of hospitals.	15
Unit II	Code of Ethics Duties of Healthcare professionals- Doctors, Nurses, Nutritionists and Dietitians (in brief) to their patients , profession at large, profession in consultation and to the community – Breach of ethics and code of conduct.	15
Unit III	Legal framework in Hospitals Patient's rights & provider's responsibility - Medical Malpractices. Disciplinary Action; Management of Hazard and Safety in a Hospital Setup. Bio - Medical Waste Management –Benefits of Health Insurance and Managing Health Care - Medical audit to meet legal requirements of Hospitals	15
Unit IV	Accounting and financial Management in Hospitals a. Principles, analysis and interpretation of financial reports, b. Preparation and use of budgets c. Capital budgeting, Fund flow management and budgetary control	15
Unit V	Health Planning & Management National Health Policy - Provision of medical care – Primary healthcare – Health for All. Encouragement of indigenous systems of medicine - Process of health planning in India.	15
		75

REFERENCES

BOOKS

- ❖ Davidson S.R. and Passmore J.F., 1975, Human Nutrition and Dietetics. Vol. I, II Edition.
- ❖ Francis, C. M and D' Souza, M.C., 2000, Hospital Administration. Jay Brothers.
- ❖ Gillespie S. McNeil G., 1992, Hospital Management Macmillan and Co., New York.
- ❖ Mitchell et al., 1987, Nutrition in Health & disease, Pitman M. Edu. Publishing Co.
- ❖ Robinson et. al., 1986, Normal and Therapeutic Nutrition. Macmillan Co., New York.

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- ❖ www.ingenta.connect.com- Food and Food ways.
- ❖ www.fda.gov/search.html
- ❖ www.wodsworth.com/nutrition
- ❖ www.elsevier.com- Indian Journal of Nutrition and food microbiology.

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	M	S	S	M	M
CO2	S	M	S	S	M	M
CO3	S	M	S	W	M	M
CO4	S	M	S	W	M	M
CO5	S	M	S	S	S	S

ELECTIVE VI - INTERDISCIPLINARY PAPER XX -FOOD PRESERVATION

Time/ Hours: 5 Hours
Credits : 3

CODE :
Year II
Semester : IV

LEARNING OBJECTIVES

To enable students to

1. Learn the basic concepts and importance of Food Preservation
2. Understand the different methods of Food Preservation
3. Choose appropriate food handling and storage techniques

COURSE OUTCOME

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

CO	CO STATEMENT	K LEVEL
CO1	Describe the basic concepts and principles of Food Preservation.	K1,K2,K3
CO2	Identify the best methods of storage of different foods based on their shelf life. Recommend appropriate postharvest technology procedures that increase shelf life of food	K2,K4
CO3	Analyze the use of low and high temperature to preserve food and identify the appropriate method to preserve different foods	K4,K5
CO4	Discuss the use and effects of different preservatives on the quality of foods	K4
CO5	Appreciate the use of modern technology in food preservation and managing food wastage.	K3,K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Introduction to Food Preservation <ol style="list-style-type: none"> Concept, importance of food preservation. Common terms used in food preservation. Classification of food on the basis of storage, pH value, moisture content. Different methods and Principles of preservation. 	15
Unit II	Preservation by Low Temperature <ol style="list-style-type: none"> Use of Cold and Refrigerated Storage Use of Freezing temperatures: Slow and fast freezing of foods and Cryogenic freezing of foods, dehydro freezing Frozen storage and thawing of foods 	15
Unit III	Preservation by High Temperature <ol style="list-style-type: none"> Preservation of foods by high temperatures: Basic concepts in thermal destruction of microorganisms- Heat resistant and thermophilic microorganisms. Cooking, Blanching, Pasteurization and Sterilization of foods. General process of canning of foods Spoilage in canned foods. 	15
Unit IV	Preservation by Drying <ol style="list-style-type: none"> Principles and application of drying and dehydration of foods Different types of drying and dryers. Treatments prior to drying Freeze drying of foods. 	15
Unit V	Preservation by Preservatives <ol style="list-style-type: none"> Types of preservatives-Natural and Artificial :Mode of action of different preservatives Preservation by ionizing radiations, fermentation, curing, pickling, smoking. Application of traditional and modern food preservation techniques 	15
		75

REFERENCES

BOOKS

- ❖ Prakash Triveni (2010) : Food Preservation, Aadi Publication, Delhi.
- ❖ M. Shafiur Rahman (2007): Hand Book of Food Preservation, Marcel Dekker Inc, New York.
- ❖ McWillims and Paine (2009) : Modern Food Preservation, Surjeet Publications
- ❖ Karnal, Marcus and D.B. Lund (2003) “Physical Principles of Food Preservation”. Rutledge.
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- ❖ Sivasankar, B (2002). “Food Processing & Preservation”, Prentice Hall of India
- ❖ Khetarpaul, Neelam (2005) “Food Processing and Preservation”, Daya Publications
- ❖ Norman N. Potter, Joseph H. Hotchkiss: Food science, 5th ed. New York : Chapman & Hall

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- ❖ [https:// www.embibe .com/food -preservation/](https://www.embibe.com/food-preservation/)
- ❖ <https://agripathshala.com/lessons/principles-of-food-preservation>
- ❖ www.onlinebiologynotes.com/food-preservation-from-microbial-spoilage-principles
- ❖ https://www.researchgate.net/publication/347909697_FOOD_PRESERVATION

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	M	M	M
CO2	S	S	M	M	M	M
CO3	S	S	M	M	M	M
CO4	S	S	M	M	M	M
CO5	S	S	M	M	M	M

ELECTIVE VII - INTERDISCIPLINARY
PAPER XXI – PERSPECTIVES OF HOME SCIENCE

Time/ Hours: 5 Hours

Credits: 3

CODE:

Year : II

Semester: IV

LEARNING OBJECTIVES

To enable students to

1. Have sound knowledge in various branches of Home Science
2. Understand the importance of various branches of Home Science
3. Be prepared to face NET, SLET, ASRB and other competitive exams in relevant fields.

COURSE OUTCOME

On successful completion of the course the student will be able to

CO No.	CO STATEMENT	K level
CO 1	Understand the concept and importance of Extension Education	K1, K2
CO 2	Comprehend the key aspects of human growth and development, understand the significance of mastering developmental tasks at each stage of life. Analyze the issues in marriage and Family relationships and identify suitable means to resolve them.	K1, K2, K3
CO 3	Remember and comprehend the basic concepts in Textile and Apparel Designing	K1, K2
CO 4	List personal goals and values, set living standards, Understand and apply basic concepts of Interior decoration and Housing	K1, K2, K3
CO 5	Understand the meaning of Guidance and Counselling and basic concepts in nutrition	K1, K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create		

THEORY

S. No	CONTENT	No of hours
Unit I	Extension Education Meaning, Definition, objectives, characteristics, principles Extension teaching methods- types and methods Qualities of a good Extension Worker Communication, Innovation and Social change	15
Unit II	Human Development and Family Studies a. Growth & Development – meaning and difference Maturation and Learning - meaning and difference Principles of Human Development and Developmental stages &Task Theories of Human Development-Psycho analytical theory, Psycho social theory and Cognitive Development theory. Parental Disciplinary Techniques – merits and demerits. Early Childhood Education – Objectives. Types of Nursery Schools. Exceptional children – Deaf, Blindness, Physical Impairment, Mental Retarded and Giftedness – identification and educational Rehabilitation. b. Family studies- Dynamics of marriage and family relationship, family in crisis, family therapy. Family welfare- approaches, programs and challenges, role in National development.	15
Unit III	Textiles and Apparel Designing a. Classification and General properties of textile fibers. Textile testing and Quality control. b. Processing and manufacture of Cotton, Silk, Wool and Rayon fibers c. Yarn: Classification. d. Fabric construction - woven, non-woven and knitted fabric e. Apparel Designing and Manufacturing- elements and principles of design and its application to apparel-process of fabric to apparel manufacture selection, care and maintenance of clothing for the family	15
Unit IV	Family Resource Management, Housing and Interior Decoration a. Home Management – Meaning, objectives and process Resources - Classification and characteristics. Time, Money, and Energy management Work simplification - Importance of work simplification. Mundel's classes of Change Consumer economics-Role, right and responsibilities of consumer- Consumer protection b. Space planning and design, building regulations, Building materials -impact on environment c. Elements and principles of design, basic colour concepts, furniture and furnishings	15

Unit V	Nutrition, Guidance and counseling a. Food Groups- balanced diet, food pyramid, macro and micro nutrients-their role in human body, nutrient deficiencies and nutrient requirements for Indians b. Meaning, nature, types, scope, need and importance of guidance and counseling. Various steps and techniques of Guidance and counseling	15
		75

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- ❖ Serene and Ahlawat Santos Shekhar (2013), Textbook of Home Science Extension Education.
- ❖ Tami James Moore and Sylvia M.Asay (2008), Family Resource Management, Sage Publications.
- ❖ Diane E. Papalia (2004), 9th aedition, Human Development, McGraw Hill India.
- ❖ Rani K. Sudha and Srivastava Sushila, Textbook of Human Development: A lifespan development approach, S. Chand & Co Ltd.
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- ❖ Joseph Dechiara, Julius Panero , Martin Zelnik, (2017)Time-Saver Standards forInterior Design and Space Planning, Second Edition, Mc Graw Hill Publishers

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- ❖ <https://epgp.inflibnet.ac.in/>
- ❖ https://www.researchgate.net/publication/322886774_Changing_perspective_of_Home_Science_Education_in_India
- ❖ <https://dishtavo.dhe.goa.gov.in/>

MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	W	W	W	M	W	M
CO2	W	W	W	M	W	M
CO3	W	W	W	M	W	M
CO4	W	W	W	M	W	M
CO5	W	W	W	M	M	M

CATERING INTERNSHIP

Duration: 15 days minimum

Semester : IV

Credits: 2

The students will have to undergo a catering internship for a minimum period of 15 days in a well-organized food establishment.

OBJECTIVE: The aim of the internship is to enable students to gain relevant experience in a food service industry that will complement their classroom theory. To enable students to develop their practical and managerial skills in the working environment and be able to apply them effectively.

EXPECTED OUTCOME OF THE INTERNSHIP

On successful completion of the internship, the student:

- Gains knowledge about institutional meal delivery systems
- Is exposed to nuances in managing kitchen, organizing stock and cooking schedules.
- Is trained in menu management and recipe development;
- Learns the methods and strategies used in cost control;
- Develops managerial skills in the areas of managing kitchen and in customer service
- Adapts to working in a team and contributes to needs as they arise.
- Gains familiarity with strategies used to implement hazard analysis and critical control points(HACCP) principles to ensure food safety
- Learns the culinary art of planning, preparing and serving food which is tasty and appealing
- Learns the PMS used in food service institutions with respect to menu management, recipe development, stock control, POS and computerised accounting.

EVALUATION

The Catering Internship will be carried out after the third semester and the intern will be evaluated at the food service establishment on a continuous assessment basis, while the report submitted by the student will be evaluated by two examiners: one from the food service centre and one from the college or institution to which the student belongs.

INTERNAL ASSESSMENT PROCEDURE

- For all Language, Major, Allied, Elective, Value Education, EVS and Non Major Elective the assessment procedure is **25% of Internals** (conducted by college) and **75% of Externals** (University Examination).
- The assessment procedure for Practicals is **40% of Internals** (conducted by college) and **60% of Externals** (University Examination).

- For professional English and Soft Skills the assessment procedure is **50% of Internals** (conducted by college) and **50% of Externals** (University Examination).

CIA ASSESSMENT SPLIT UP (INTERNALS)

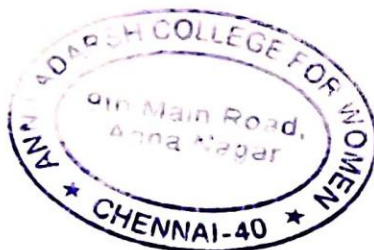
Assessment Procedure	Rubrics (Parameter)	Marks
Assignment	Creativity, relevance to the topic	5
Seminar	Communication skills, way of presentation	5
Internal Test	Students performance in the written test	5
Model Exam	Students performance in the written test	5
	Above 95%-5; 84-94%-4; 75-84%-3; 65-74%-2; Less than 65%-1	5
	Total	25

Suganthi V

Signature of HOD

R. Shanthi

Signature of the Principal



PRINCIPAL
ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR, CHENNAI-600 040.

ANNA ADARSH COLLEGE FOR WOMEN
POST GRADUTATE DEPARTMENT OF
HOME SCIENCE
NUTRITION, FOOD SERVICE MANAGEMNT AND
DIETETICS
COURSE HANDOUT – 2022-23

LIST OF STAFF IN THE DEPARTMENT

1.	Dr Suganthi.V, M.Sc, M.Phil, Ph.d, NET	Associate Professor and Head
2.	Dr Devi Manohar, M.Sc, B.Ed, M.Phil, Ph.d, SLET, NET	Associate Professor
3.	Dr V. Anitha, M.sc, DCA, DHM, M.Phil, Ph.d, NET	Associate Professor
4.	Dr Shahana Mubeen, M.Sc, DSM, Ph.d, NET	Assistant Professor
5.	Dr. V.R. Anurathi, M.Sc, M.Phil, DCA, Ph.D, NET	Assistant Professor
6.	Ms. U. Kabira, M.Sc, M.Phil, SET, NET	Assistant Professor
7.	Ms. C. Premakumari, M.Sc, NET	Assistant Professor
8.	Ms. S. Sangamithra, M.Sc, M.Phil, NET	Assistant Professor
9.	Dr. Savitha.D, M.Sc, M.Phil, PGDND, Ph.D, SET, NET	Assistant Professor

B. Sc Home Science- Nutrition, Food Service Management and Dietetics

(Syllabus with effect from the Academic Year 2020-21)

Aim of the Programme

This is an academic programme which is socially and technologically relevant. The programme focuses on providing a sound contemporary base for the students and prepares them for various careers in the field of Home science. It also equips students to take up entrepreneurial ventures related to food, nutrition counselling, textiles, interior decoration and human development. The programme also offers courses which can help students prepare for competitive exams.

Programme Learning Outcome

The Programme learning outcome is as follows:

- Understand and appreciate the role of interdisciplinary sciences in the development and well- being of individuals, families and communities.
- Identify different food commodities and understand its role and use in various preparations.
- Learn about the sciences and technologies that enhance quality of life of people.
- Understand and gain knowledge about the various types of food outlets, human relation and behavior at work, management of resources.
- Gain hands-on experience for developing entrepreneurial ventures in the areas of foods and nutrition.
- Acquire skills needed to train as dietitians in clinical settings, and as nutrition counsellors in different organizations.
- Critically appraise, plan and execute the preparation of therapeutic diets for different conditions.
- Interact effectively with clients to give dietary advice in the context of socio-economic and cultural background.
- Develop an understanding of Human development and Family studies with a life span perspective.
- Apply elements and art pertaining to principles of design in interiors and provide solutions to create new ideas and innovation.
- Acquire professional and entrepreneurial skills in the various fields of Home Science.

UNIVERSITY OF MADRAS

**B.SC. DEGREE COURSE IN HOME SCIENCE – NUTRITION, FOOD SERVICE
MANAGEMENT AND DIETETICS**

W.E.F. 2020-2021 and thereafter

REVISED SCHEME OF EXAMINATION:

SEMESTER I

FIRST SEMESTER

Course Content	Name of the Course	Ins.Hrs	Credits	Practicals	Int. Marks	Ext Marks	Total
Part - I	Language Paper -I	6	3		25	75	100
Part - II	English – Paper - I	6	3		25	75	100
Core paper - I	Human physiology	4	4	2	25	75	100
Core paper – II	Microbiology	4	4	2	25	75	100
Allied paper – I	Chemistry - I	4	5	2	25	75	100
Part – IV	Basic tamil/ advance tamil/ non major		2		25	75	100
Elective – soft skills			3		50	50	100

SECOND SEMESTER

Course Content	Name of the Course	Ins.Hrs	Credits	Practicals	Int. Marks	Ext Marks	Total
Part - I	Language Paper -II	6	3		25	75	100
Part - II	English – Paper - II	6	3		25	75	100
Core paper - III	Food Science	4	4	2	25	75	100
Core paper – IV	Human Nutrition - I	6	4		40	60	100
Allied paper – II	Chemistry - II	4	5	2	25	75	100
Part – IV	Basic tamil/ advance tamil/ non major		2		25	75	100
Elective	Soft skills - II		3		50	50	100

THIRD SEMESTER

Course Content	Name of the Course	Ins.Hrs	Credits	Practicals	Int. Marks	Ext Marks	Total
Part - I	Language Paper -III	6	3	-	25	75	100
Part - II	English – Paper - III	6	3		25	75	100
Core paper - V	Family Meal Management	4	4	2	25	75	100
Core paper – VI	Human Nutrition - II	6	4		40	60	100
Allied paper – III	Bio-Chemistry	4	5	2	25	75	100
Part – IV	Soft skills - III		3		50	50	100
Elective	Environmental Studies		2	Examination will be held in IV Semester			

FOURTH SEMESTER

Course Content	Name of the Course	Ins.Hrs	Credits	Practicals	Int. Marks	Ext Marks	Total
Part - I	Language Paper -IV	6	3		25	75	100
Part - II	English – Paper - IV	6	3		25	75	100
Core paper - VII	Diet Therapy	6	4	2	25	75	100
Core paper – VIII	Nutrition and Dietetics Practicals	-	4	6	40	60	100
Allied paper – IV	Principles of Interior Decoration	6	5		25	75	100
Part – IV	Soft Skills - IV		3		50	50	100
Elective	Environmental Studies		3		50	50	100

FIFTH SEMESTER

Course Content	Name of the Course	Ins.Hrs	Credits	Practicals	Int. Marks	Ext Marks	Total
Core Paper - IX	Human Development	4	4	2	25	75	100
Core Paper – X	Food Service Management – I	4	4	2	25	75	100
Core Paper – XI	Food Preservation _ I	4	4	2	25	75	100
Core Paper – XII	Sports Nutrition	4	4	2	25	75	100
Elective Paper – I	Fundamentals of Textiles and Clothing	4	5	2	25	75	100
Part – IV	Value Education		2		25	75	100

SIXTH SEMESTER

Course Content	Name of the Course	Ins.Hrs	Credits	Practicals	Int. Marks	Ext Marks	Total
Core Paper – XIII	Principles of Resource Management	6	4	-	25	75	100
Core Paper – XIV	Food Service Management – II	6	4	-	25	75	100
Core Paper – XV	Community Nutrition	4	4	2	25	75	100
Elective Paper – II	Entrepreneurship Development	6	5	-	25	75	100
Elective paper III	Family Management and Counselling	6	5	-	25	75	100
Part – IV	Extension Activities		1	-	-	-	-

SEMESTER-I

LA11A-ப ாதத்தமிழ் - மதலொமொண்டு - மதற் ருவம் (FIRST SEMESTER)

ந ாக்கம் கற்றல் யன் ாடும்
(2022 - 2023)

ொடத்திட்டத்தின் ந ாக்கம்:

- கொலந்நதொறும் தமிழ் அடடந்தள்ள வளர்ச்சிடய்யும், இன்டறய வன கொலத்தில் உருவொன தமிழ் இலக்கியங்கடளயும் ஒற்றுடம நவற்றுடமப் டுத்தி ஆரொய்கின்ற
ந ாக்கில் ப ாதத்தமிழ்ப் ாடப் கதி கட்டடமக்கப் ட்டுள்ளது.
- ாரதியொர், ாரதிதொசன், கவிமணி உள்ளிந்நடொொின் மர஁க்கவிடதகளும், அப்தல் ரகமொன், சிற் ி, ம.நமத்தொ, டவரமத்த உள்ளிந்நடொொின் ஁தக் கவிடதகளும் இரொ. ி.சதப் ிள்டள அவர்களின் உடர டட, மத்தசொமி அவர்களின் ாடகம் ந ான்றடவ இடம்ப ற்றுள்ளன.
- தமிழ் மக்களின் வொய்பமொழி இலக்கியங்களில் சில ாடல்கள் ாடமொக டவக்கப் ட்டுள்ளன. இந்த இலக்கியங்கள் சொர்ந்த வரலொற்றுப் ின்஁லமம்
ொடமொக அடமந்தள்ளன.
- மொணவர்களுக்கப் டிப் ின் ஆர்வத்ததத் ஁ண்டும் வடகயில் கவிடதகள், சிறுகடத, உடர டட, ாடகம் ந ான்ற ளளிடமயொன கதிகள் அடமக்கப் ட்டுள்ளன.

- இலக்கிய வொசிப் ின் ஆர்வத்த ஊக்கவித்தலம் தற்கொல தமிழ் இலக்கியத்தின் ஆளுடமகடள மொணவர்கள் ிொரிந்தபகொள்ள டவத்தலம் ாடத்திட்டத்தின் ந ாக்கமொகம்.

- தமிழ் இலக்கிய வரலொற்றில் தற்கொல டடப் ாளர்கடளயும் டடப்ுகடளயும் அறிமகப் டுத்தித் தமிழ் இலக்கியப் ாரம் ாரியத்ததப் ிொரிய டவத்தலம்

ிடழயின்றி எழுதவதற்கொரிய இலக்கண விதிமடறகடளத் பதொரிந்த பகொள்ளுதலம்

ாடத்திட்டத்தின் ந ாக்கமொகம்.

- தமிழ் பமொழியின் கடினமொன பசொற்களுக்கொரிய ப ாருடளத் பதொரிந்தபகொள்ளும் வடகயில் அகரொதிடயப் யன் டுத்தவதற்கொரிய அடிப் டடடயக் கற்றுத்தருதநல ந ாக்கமொகம்.

ாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்ை ாமிழிலக்கிய வரலாறு

III.மமாழிப் பயிற்சி

அலக - 1

மரூக்கவிடத

1. ாரதியொர் - ாரத சமதொயம்.
2. ாரதிதொசன் - ஒற்றுடமப் ொட்டு
3. கவிமணி நதசிக வி ொயகம் ிள்டள - உடல் லம் ந ணல்
4. ொமக்கல் கவிஞர் பவ. இரொமலிங்கம் ிள்டள - தமிழன் இதயம்
5. கவிஞர் கண்ணதொசன் - கடும் ம் ஒரு கதம் ம்
6. ட்டுக்நகொட்டட அ. கல்யொணசந்தரம் - வருங்கொலம் உண்டு
7. தமிழ் ஒளி - வழிப் யணம்
தக்கவிடத

1. கவிஞர் . ிச்சயர்த்தி - கொதல்
2. கவிஞர் அப்தல் ரகமொன் - ித்தன்
3. கவிஞர் ம.நமத்தொ - கொதலர் ொடத, ஒரு கடிதம்
அனொடதயொகிவிட்டத, ிழல்கள்
4. கவிஞர் இன்கலொப் - ஒவ்வொரு ில்லயும் ப யர் பசொல்லி
அடழப்ந ன்
5. கவிஞர் தமிழன் ன் - பசொல்லில் உயர்ஸ தமிழ்ச்பசொல்நல
6. கவிஞர் டவரமத்த - விடதச்நசொளம்
7. கவிஞர் அ.சங்கொரி - இன்று ொன் ப ொரிய ப ண்

அலக - 2

ொட்டுப்பிற இலக்கியம்

1. ஏற்றப் ொட்டு

2. பதம்மொங்க
3. அம் ா ாடல்கள்
4. விடளயொட்டுப் ாடல்கள்
5. டஸப்

ாடல்கள் அலக

– 3 சிறுகடதகள்

1. க. .ரொ- கனகொம் ரம்
2. க.அழகெரிசொமி - கமொரரம் ஸ்நடஷன்
3. தமிழ்ச்பசல்வன் - பவயிநலொடு ந ாய்
- 4.நதொப் ில் மகமத மீரொன் - வட்டக்கண்ணொடி
- 5.அம்ட - ிளொஸ்டிக் டப் ாவில்

ரொசக்தி மதலிநயொர் உடர டட

- 1.இரொ. ி.நசதப் ிள்டள - வண்டமயும்

வறுடமயும் அலக - 4

ாடகம்

ா.மத்தசொமி -

ாற்கொலிக்கொரர்

அலக -5

தமிழிலக்கிய வரலொறு

1. மர஁க் கவிடத - இரு தொம் நூற்றொண்டு கவிஞர்கள்
2. ஁தக்கவிடத - நதொற்றம் - வளர்ச்சி -வரலொறு
3. ஁ாட்டுப்஁றப் ஁ாடல்கள், கடதகள், கடதப் ஁ாடல்கள், ஁பமொழிகள், விடுகடதகள்
- வரலொறு
4. சிறுகடத, உடர டட வரலொறு
5. ஁ாடகம் - வரலொறு

அலக - 6

பமொழிப் யிற்சி

1. வொக்கிய வடக(பதொடர் வொக்கியம், தனி வொக்கியம், ஁ட்டு வொக்கியம்)
2. இரு வழக்ககள் (ந ச்ச, எழுத்த)
3. எழுவொய், யனிடல, பசயப் ஁ுப ஁ாருள்
4. ஁ருடம, ஁்ளடம மயக்கம்
5. திடண, ஁ால், ஁ண், இட நவறு ஁ாடு
6. ஁ால்வடகச் பசொற்கள் (ப யர், விடன, இடட, ஁ெரி)
7. அகரவெரிடசப் ஁ுத்ததல்
கற்றலம் யன் ஁ா஁ும்:

- தமிழ் பமொழியின் இலக்கிய வளங்களின் மதிப் ஁ ஁஁ாிதல்.

தமிழ் இலக்கிய வொசிப் ஁ின் வழி சயக விழிப்஁ணர்டவத்

஁ண்டுதல். தமிழ் இலக்கிய வளங்களின்

வொயிலொகத் தமிழ்ப் ண் ாட்டட அடுத்த தடலமடறக்கக்
பகொண்டுபசல்லதல். பமொழிவளத்தின் நதடவடய
வலியுறுத்ததல். மொணவர்கள் ிடழயின்றி எழுத பமொழிப்
யிற்சி உதஸகிறத.

- இப் ாடத்திட்டம் மொணவர்கள் தங்கள் டடப்ுகடள
உருவொக்கவதற்கம் யன் டுகிறத. ந ாட்டித்நதர்ஸகடள
எதிர்பகொள்ளுவதற்கொரிய வடகயில்
இலக்கிய வரலொற்றுப் கதி மிகந்த
யனடடயதொய் உள்ளத.

ொடநூல்

பசன்டனப் ல்கடலக்கழகம் (university of Madras)

- அடித்தளப் டிப் - கதி - I தமிழ் மதலொம் மற்றும்
இரண்டொம் ருவங்களுக்கொரியத. அடனத்தப் ட்டப் டிப்
ிொரிஸகளுக்கம் ஐந்தொண்டு ஒருங்கமடற ட்ட நமற் டிப்
ிொரிஸகளுக்கம் ப ாதவொனத.

தொள் -I - பசய்யுள் திரட்டு

(Foundation Course Part - I Tamil - For I & II Semesters- Common to all

undergraduate course and Five-Year Integrated postgraduate courses. (2020 -

2021 onwards.)

- ொற்கொலிக்கொரர் - ொ.மத்தசொமி
- தமிழ் இலக்கிய வரலொறு ொடம் தழுவியடவ
- பமொழிப் யிற்சி

REFERENCE BOOK

தமிழ் - கதி 4 - பசன்டனப் ல்கடலக்கழகம் வடிவடமத்த

ொடத்திட்டங்கள் ஆடகயொல் கறிப்ுதவி நூல் என்று தனியொக

இட்டல. (Reference book not applicable)

**PART-I -
HINDI
(With effect from the Academic Year 2015-
2016)**

**PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING
YEAR/SEMESTER: I YR/ I SEMESTER**

SUBJECT CODE: CLE1E COURSE

OBJECTIVES

The objective of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

I . PROSE (Detailed Study) : HINDI GADHYA MALA, Ed. by Dr. Syed Rahamathulla, Poornima Prakashan, 4/7 Begum III Street Royapettah, Chennai – 14.

LESSONS PRESCRIBED

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:
 1. Personal Applications
 2. Leave Letters
 3. Letter to the Editor
 4. Opening an A/C
 5. Application for Withdrawal
 6. Transfer of an A/C
 7. Missing of Pass Book / Cheque Leaf
 8. Complaints
 9. Ordering for Books
 10. Enquiry

III. OFFICIAL CORRESPONDENCE

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

REFERENCE BOOKS

Karyalayeen Tippaniya : Kendriya Hindi Sansthan, Agra
Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan, 4/7,
Begum
III Street, Royapettah, Chennai – 14.

UNITISED

SYLLABUS UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT – II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C

3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

COURSE OUTCOMES

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

FOUNDATION COURSE: PAPER I-FRENCH I

TITLE OF THE PAPER: PRESCRIBED TEXT AND GRAMMAR-I

YEAR I/ I SEMESTER

SUBJECT CODE: CLK1S

OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

PRESCRIBED TEXTBOOK

Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous
- Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

LEARNING OUTCOME

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams.

RECOMMEND TEXT : Not applicable

COMMUNICATIVE ENGLISH-I

Subject Code: LZ11A

Year/Semester:

I / I Hours: 60

COURSE OBJECTIVES

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

SYLLABUS:

UNIT I

1. Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning

ii. Diction and tone

iii. Identifying topic sentences

b. Reading aloud: Reading an

article/report c. Journal (Diary) Writing

3. Study Skills - 1

a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context:
Naming and Describing

Nouns & Pronouns

Adjectives

UNIT II

1. Listening and Speaking

a. Listening with a Purpose

b. Effective Listening

c. Tonal Variation

d. Listening for Information

e. Asking for Information

f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:

Skimming and Scanning

b. Types of Reading

Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types

- a. What is a Paragraph?
- b. Paragraph structure
- c. Topic Sentence
- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and expressions
- g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search
- b. Know the keyword
- c. Refine your search
- d. Guidelines for using the Resources
- e. e-learning resources of Government of India
- f. Terms to know

4. Grammar in Context

Involving Action-I

- a. Verbs

Concord

UNIT III

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

Verbals - Gerund, Participle, Infinitive

Modals

UNIT IV

1. Listening and Speaking

- a. Giving and responding to opinions

2. Reading and writing

- a. Note taking
- b. Narrative writing – writing narrative essays of two to three paragraphs

3. Grammar in Context:

Tense

Present

Past

Future

Unit V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information

– interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

LEARNING OUTCOMES

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading

CORE PAPER I: HUMAN PHYSIOLOGY

Year: I/ Semester: I

Subject Code: SL21A

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Credits: 4

OBJECTIVES

- a) To enable students to understand the structure and physiology of various organs in the body.
- b) To help students obtain a better understanding of the principles of nutrition and dietetics through the study of physiology.

UNIT I

CELL----Cell structure and functions of the organelles, cell division

TISSUES----Classification, structure and functions of epithelial tissue, connective tissue, muscular tissue and nervous tissue

SENSE ORGANS-----Structure of eye and physiology of vision

UNIT II

BLOOD---Functions of Blood, Classification of WBC and its functions, Structure of RBC, and its functions.

HEART AND CIRCULATION---- Anatomy of the heart,conducting system of the heart, types of circulation,cardiac cycle, blood pressure - definition and physical factors affecting blood pressure,ECG.

UNIT III

RESPIRATORY SYSTEM

Anatomy and physiology of respiratory organs, Gaseous exchange in the lungs

DIGESTIVE SYSTEM

Anatomy of gastro-intestinal tract. Digestion and absorption of carbohydrates, proteins and fats.

UNIT IV

EXCRETORY SYSTEM

Structure of kidney, structure of nephron, physiology of urine formation.

NERVOUS SYSTEM

Nervous system ----structure of a neuron, structure and functions of brain (cerebrum, brain stem, cerebellum), functions of spinal nerves and cranial nerves.

UNIT V

ENDOCRINOLOGY-----Pituitary, thyroid, parathyroid, adrenal and pancreas functions, hypo and hypersecretions.

REPRODUCTIVE SYSTEM----Anatomy of the male Reproductive System, Anatomy of the Female Reproductive System, menstruation.

PHYSIOLOGY PRACTICALS

1. Microscopic studies of different tissues epithelial tissue, connective tissue, muscular tissue and nervous tissue
2. Microscopic study of blood, WBC, RBC estimation
3. Haemoglobin estimation
4. Blood pressure
5. Respiratory rate and pulse rate

Demonstration Experiment: Identification of blood groups

LEARNING OUTCOMES

At the end of the course, students will be able to

1. Explain the structure and function of cells and tissues.
2. Analyze the functions of important physiological systems including the cardio-respiratory, renal, reproductive and metabolic systems
3. Interpret how these separate systems interact to yield integrated physiological responses to challenges such as exercise, muscle contraction and reflex actions.
4. Assess the hypo and hyper secretions of the different endocrine glands.
5. Recall how the development and progression of structural systems contributes to the body's overall function.

TEXTBOOK

Guyton AC and Hall J E, Textbook of Medical Physiology.

REFERENCE BOOKS

1. Chatterjee, C.C - Human Physiology – Volume I & II, 11th edition, 1992.
2. Ross and Wilson, Anatomy and Physiology in Health and Illness, Anne Waugh, Allison Wynn
Grant, Janet S. Ross, 11th edition.
4. Saradha Subramaniam. Textbook of Human Physiology.
5. Lecture Notes on Human Physiology, M. M. Muthiah Vol II, 1991.
6. Human Anatomy, B. D. Chaurasia (Vol 1, 2, 3)
7. Johnson, Leonard R, Essential Medical Physiology

CORE PAPER II:

MICROBIOLOGY Year: I/ Semester: I

Subject Code: SL21B

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Credits: 4

OBJECTIVES

To enable the students to:

1. Gain knowledge on the role of microorganisms in health and disease
2. Understand the diversity in microbiology and the scope of Microbiology
3. Acquire knowledge about the role of microorganisms in contamination and spoilage of various foods.

UNIT I

Introduction to microbiology and its relevance to everyday life-general characteristics of microorganisms-bacteria, virus, yeasts, moulds, algae, protozoa- Morphology, classification, motility, nutrition, respiration and reproduction.

UNIT II

DESTRUCTION OF BACTERIA a) Sterilization i) Application of dry heat- burning, flaming and hot air oven. ii) Application of moist heat- boiling, pasteurization, steam steriliser and autoclave. iii) Sterilization with the use of filters iv) Electromagnetic radiation b) Disinfection - properties and various types of disinfecting agents.

UNIT III

FOOD MICROBIOLOGY

GENERAL PRINCIPLES UNDERLYING SPOILAGE Principles of food spoilage by micro- biological, physical and biological factors Chemical changes caused by

Microorganisms, fit or unfit food for consumption -causes of spoilage - classification of food by the case of spoilage - factors affecting -kinds and numbers of micro-organisms in food - growth and chemical changes
- caused by microorganisms.

CONTAMINATION AND SPOILAGE FOODS: a) Cereal and Cereal products and baked products. . b) Fruits and vegetables and their products c) Fleshy food 1. Meat, 2. Poultry, 3. Fish d) Eggs e) Milk and Milk Products f)fats and oils.

UNIT IV

MICRO-ORGANISM CAUSING INFECTION, RESISTANCE AND IMMUNITY i)
Different modes of spread of infection. ii) Reaction of the body to infection cellular and chemical defences
- phagocytoses -antigens - antibody- 2 examples of antigen antibody reactions. iii)
Immunity - active and passive immunity. Antibiotics - use of antibiotics, spectrum of activity, mode of administration, complication arising due to constant use of antibiotics.
Brief knowledge of any four common antibiotics.

UNIT V

MICRO-BIOLOGY OF FOOD POISONING, FOOD INFECTIONS AND FOOD BORNE DISEASES i) Microbial food poisoning by Staphylococci, Salmonella food poisoning group and clostridium botulinum (Botulism).Measures to prevent microbial food poisoning. ii)
Food infections -food borne diseases - Dysenteries, Typhoid, Cholera.

PRACTICALS

1. Know the parts of microscope, type and its principle
2. Identification of prepared slides-- Algae, Yeast, moulds, Protozoa and Bacteria.
3. Examination of Unstained Organisms, wet methods and hanging drop preparations.
4. Examination of stained Organisms- Simple Staining and gram staining.
5. Common culture media and uses.

6. Direct microscopic count of Organisms in milk. Standard plate count in milk. Reductase test for milk. Methylene Blue Reduction test.

DEMONSTRATIONS

1. Study of sterilising equipment.
2. Cultivation of Organisms in the laboratory methods and equipment.

RELATED EXPERIENCES

A field trip to a dairy and food industry.

LEARNING OUTCOMES

At the end of the course, students will be able to

1. Know the different types of microorganisms and their characteristics.
2. Understand the factors affecting the growth curve of microorganisms.
3. Learn to prevent the contamination and spoilage of different types of foods.
4. Able to take measures to prevent microbial food poisoning.
5. Explore the beneficial effects of microorganisms in soil, air, water and sewage.

REFERENCES

1. Pelczar J. Michael : (2013) Micro-biology concepts and Application
2. Salie. A.J. : Fundamental principles of Bacteriology (2007)- McGraw Hill Book Co.,
3. R.C. Dubey & D.K. Maheshwari (2013) A Textbook of Micro-biology
4. Ananthanarayan. R. & Panicker C.K.J: (2010)Textbook of Microbiology.
5. Frazier. W.C.: (2017)Food Micro-biology - McGraw Hill Book and Co; New York.
6. Smith and Water (2017) Introductory Food Services - McGraw Hill Book and Co., Newyork
1975.
7. Maier, Pepper and Garba: (2009) Environmental Microbiology
8. Prescott and Dunn: (2004) Industrial Microbiology
9. Pelczar, Chan and Krieg: (1996) Microbiology
10. Adams MR and Moss MO. (1995). Food Microbiology, The Royal Society of Chemistry, Cambridge.
11. Banwart GJ. (1989), Basic food microbiology, Chapman & Hall, New York.

12. Hobbs BC and Roberts D. (1993) Food poisoning and food hygiene, Edward Arnold (A division of Hodder and Stoughton), London
13. S. Rajan, R.Selvi Christy (2016) CBS Publishers & Distributors Pvt Ltd
14. <https://microbiologysociety.org/why-microbiology-matters/what-is-microbiology.html>
15. [https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_\(Kaiser\)/Unit_1%3A_Introduction_to_Microbiology_and_Prokaryotic_Cell_Anatomy/1%3A_Fundamentals_of_Microbiology](https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Kaiser)/Unit_1%3A_Introduction_to_Microbiology_and_Prokaryotic_Cell_Anatomy/1%3A_Fundamentals_of_Microbiology)

ALLIED CHEMISTRY - I (THEORY)
(Branches other than Maths and Physics)
SYLLABUS WITH EFFECT FROM 2020-2021

Year: I/ Semester:

I Subject Code:

SD3AA

Time/Hrs: Theory: 60 Hrs

Credits: 4

**LEARNING
OBJECTIVES**

1. To know the fundamentals of nuclear chemistry
2. To understand the industrial application of fuels, fertilizers and polymers
3. To understand the basic concepts of Organic Chemistry
4. To study the various laws of thermodynamics
5. To learn basics of photochemistry

UNIT I

NUCLEAR CHEMISTRY (10 Hours) Fundamental particles of Nuclear Isotopes, Isobars, Isotones and Isomers -Differences between chemical reactions and nuclear reactions: Fusion and fission - Radioactive series, group displacement law - Mass defect - Applications of radio isotopes- carbon dating, rock dating and in medicine.

UNIT II

INDUSTRIAL CHEMISTRY (15 Hours) Fuels- Classification-gaseous fuels like water gas, producer gas, liquefied petroleum gas, gobar gas, compressed natural gas - Fertilizers- Classification - urea, ammonium sulphate, superphosphate, Triple super phosphate, potassium nitrate- manufacture and uses - Silicones - Preparation, properties and applications . Hardness of water: temporary and permanent hardness, disadvantages of hard water - Softening of hard water, - Definition and determinations of BOD and COD.

UNIT III

FUNDAMENTALS OF ORGANIC CHEMISTRY (15 Hours) Classification of organic compounds - Hybridization in methane, ethane, ethylene, acetylene, benzene - Classification of reagents - electrophiles, nucleophiles and free radicals - Classification of reactions - addition, substitution, elimination, condensation and polymerisation.

UNIT IV

CHEMISTRY OF SOME USEFUL ORGANIC AND INORGANIC COMPOUNDS (10 Hours)

Preparation and uses of CH_2Cl_2 , CHCl_3 , polyethylene, PVC, Nylon and Terylene, phenol – formaldehyde resin, Bakelite, rubber and vulcanisation.

UNIT V

PHOTOCHEMISTRY (10 Hours) Introduction to Photochemistry - statement of Grothuss- Draper Law, Stark- Einstein's Law, Quantum yield. Hydrogen-Chlorine reaction (Elementary idea only) Photosynthesis, photosensitization, phosphorescence, Fluorescence, Chemiluminescence- Definition with examples.

BOOKS FOR REFERENCE

1. Gopalan R. and Sundaram S., Allied Chemistry, Sultan Chand & Sons Publishers, New Delhi 2nd ed.
2. Soni P.L. and Mohan Katyal, Text Book of Inorganic Chemistry, Sultan Chand and Company Pvt. Ltd, New Delhi, 20th ed.
3. Bahl B.S. and ArunBahl, A text book of Organic Chemistry 21st ed., S. Chand and Company Pvt. Ltd.

LEARNING OUTCOMES

1. Learner is introduced to nuclear chemistry concepts and made aware about various applications of radioisotopes such as treatment of cancer. Learnt about radiocarbon dating to determine age of natural specimens.

2. Learnt about purification of water and gained insight into reverse osmosis process. The chapter helped to understand about the various types of fuel for domestic and industrial purposes .
3. Learnt about basic concepts of organic chemistry and how electron displacement affects reactivity.
4. Student is introduced to basic principles of photochemistry and various photophysical processes like phosphorescence, fluorescence and chemiluminescence.

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES

SEMESTER-I

LEARNING OBJECTIVES

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions-Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations, Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.Comprehension:
Motivational article on Professional Competence,Professional
Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life

- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)

அடிப் படத் தமிழ் - மதல் ருவம்

ொடத்திட்டத்தின் ந ாக்கம் (Objective)

- தமிழ்ப்மொழிடயப் ந சஸம் எழுதஸம் டிக்கஸம் பதெரியொத மொணவர்கள் அடிப் படத்தமிழ் ாடம் டத்தப் யன்ப றும் ந ாக்கில் ாடத்திட்டம் அடமகிறத. அண்டட மொ ிலங்களிலிருந்தம் ிற ாடுகளிலிருந்தம் இளங்கடல, இளம் அறிவியல் ட்டம் ப றும் மொணவர்கள் தமிழ் ாட்டின் மொ ிலபமொழிடயப்ந சஸம்எழுதஸம்தடணாொியும்வடகயில் ாடத்திட்டம் வடிவடமக்கப் ட்டுள்ளது.
- இம்மொணவர்கள் மதற் ருவத்தில் தமிழ் பமொழியின் எழுத்தக்கடள எழுதஸம் டிக்கஸம் யிற்சிஅளிக்கப் டுகிறத.நமலம்தமிழ்ப்மொழியின்பசொல்வடக, பதொடரடமப்ா, தமிழில் எண்ணுப்ப யர்கள், உடல் உறுப்ாகள், அன்றொட

வொழ்விற்கத் நதடவயொன ப ாருள்கடள அறிந்தபகொள்ள டவப் நத இதன் ந ாக்கமொகம்.

ொடத்திட்டம் - மதல் ருவம் (SYLLABUS)

அலக - 1.

எழுத்தகள்

1. உயிர் எழுத்த, ஆய்த எழுத்த, 2. பமய் எழுத்த , 3. உயிர் பமய்

எழுத்த அலக - 2

பசொற்கள்

1. ப யர்ச்சபசொல், 2. விடன ச்பசொல், 3. இடட ச்பசொல், 4.

உரிச் பசொல் அலக -3.

பதொடரடமப்

1. எழுவொய், 2. யனிடல, 3. பசயப் டுப் ப

ொருள் அலக -4.

ிடழ ீக்கம்

1. ஒற்றுப் ிடழ, 2. எழுத்தப் ிடழ, 3. பதொடர்ப் ிடழ,

அலக - 5

எண்கள், உறஸப் ப யர்கள், வொழ் இடங்களும், ப

ொருள்களும் அலக - 6

அறிமகம்

1. விழொக்கள், 2. இயற்க, 3. உணஸ மடறகள்-சடவ-
கொய்கள்-

ழங்கள் ந ஁ன்றன.

ொடத்திட்டத்தின் யன்கள் (LEARNING OUTCOME)

இந்தப் ஁டத்தினொல் நவற்றுப் ஁ல மொணவர்கள் தமிழகத்தில்

ொமர மக்களிடமம் தமிழில் ந ச மடியும். தமிழ் பமொழியிலள்ள

சிறு சிறு டடப் ஁கடளப் ஁ர்த்த இலக்கிய இன் ம் ப றமடியும்.

தமிழகத்திலள்ள சற்றுலொத்தலங்களுக்க வழிகொட்டி இன்றிப் ந

ொய் வருதல்.

஁ட நூல்

தமிழ் – கதி 4 - பசன்டனப் ல்கடலக்கழகம் அடிப் டடத் தமிழுக்கப்
஁டத்திட்டங்கள் மட்டுநம வடரயறுத்தள்ளது. அடத நூலாக
பவளியிடவில்ல.

எனநவ, ஁டநூல் இல்ல.

REFERENCE BOOK

தமிழ் – கதி 4 - பசன்டனப் ல்கடலக்கழகம் வடிவடமத்த
஁டத்திட்டங்கள் ஆடகயொல் கறிப் தவிநூல் என்று தனியொக
இல்ல. (Reference book not applicable)

சிறப் த் தமிழ் – மதல்

ருவம்

மதலொமொண்டு (2021

-2022)

஁டத்திட்டத்தின் ந ஁க்கம் (OBJECTIVE)

- இப் ஁டத்திட்டம் ள்ளிகளில் ஁ரு சில வகப் களில் தமிழழப்

டித்த தமிழ் பமொழிடய மமுடமயொக அறிந்த பகொள்ளொத

கள்ளொிகளில் ிற பமொழி கற் வர்களுக்கொக வடிவடமக்கப்

டுகிறத. இங்க தமிழ் இலக்கியப் கதையும், தமிழிலக்கிய

வரலொற்றுப் கதையும், பமொழிப் யிற்சியும்

ொடமொக அடமகிறத. தமிழ் இலக்கிய இன் த்டத உணரும் ந

ொக்கிலம் இலக்கிய வளத்தத உணரும் ந றொக்கிலம்

ொடத்திட்டம் உள்ளத.

ொடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

IV.இலக்கியம்

V.அதைச் சார்ந்ை மிழிலக்கிய வரலாறு

VI.மமாழிப் பயிற்சி

அலக -1

ொட்டுப் ிறப் றொடல்

1. ஞ்சம். 2. மொனம் விடிவபதப்ந றொ?

அலக -2

ுடன கடத

1.”கட்டட விரல்”-

சி.என்.அண்ணொதடர அலக -3

தகக்கவிடத

1. ஆடிக்கொற்றற -சிறி, 2. கடடமடயச் பசய்-மீரொ, 3.

இழந்தவர்கள்-அப்தல் ரகமொன்

அலக - 4.

பமொழித்திறன்

1. கடலச்சொல்லொக்கம், 2. ப ாருந்திய பசொல் தருதல்,

3. ிடழ ிக்கி எழுததல்

ொடத்திட்டத்தின் யன்கள் (LEARNING OUTCOMES)

இப் ாடத்ததப் டிப் தொல் தமிழ் பமொழியின் இலக்கியஇன் ம்,

பசொல் வளம், த கடலச்சொல் டடத்தல் ந ான்றவற்ற உணர

உதஸகிறத.

ொட நூல்

தமிழ் – கதி 4 - பசன்டனப் ல்கடலக்கழகம் அடிப் டடத் தமிழுக்கப்

ொடத்திட்டங்கள் மட்டுநம வடரயறுத்தள்ளத. அடத நூலொக
பவளியிடவில்ல.

எனநவ, ாடநூல்
இல்ல.

REFERENCE BOOK

தமிழ் – கதி 4 - பசுன்டனப் ல்கடலக்கழகம் வடிவடமத்த
ொடத்திட்டங்கள் ஆடகயொல் கறிப்தவிநூல் என்று தனியொக
இல்லல. (Reference book not applicable)

UG-NON MAJOR ELECTIVE COURSE CHEMISTRY IN EVERYDAY

LIFE (Offered in the Department of Chemistry)

Semester I

Subject Code : SD5AA

COURSE OBJECTIVES

1. To understand the importance of chemicals in everyday life and causes of air and water pollution and their impact.
2. To understand the chemistry of building materials and various polymers. 3. To understand the role of chemistry in food and cosmetics.
4. To understand the role of chemistry in fertilizers and fuels.
5. To learn about the chemistry of drugs and explosives

UNIT-I

- 1.1 General survey of chemicals used in everyday life.
- 1.2 Air-Components and their importance; photosynthetic reaction, air pollution, green house effect and their impact on our lifestyle.
- 1.3 Water - Sources of water, qualities of potable water, soft and hard water, methods of removal of hardness-water pollution.

UNIT-II

- 2.1 Building materials - cement, ceramics, glass and refractories - definition, composition and application only.
- 2.2 Plastics, polythene, PVC, bakelite, polyesters, melamine formaldehyde resins - preparation and uses only.

UNIT-III

- 3.1 Food and Nutrition - Carbohydrates, Proteins, Fats - definition and their importance as food constituents- balanced diet- Calorie- minerals and vitamins (sources and their physiological importance).

3.2 Cosmetics - Tooth pastes, face powder, soaps and detergents, shampoos, nail polish, perfumes

- general formulation and preparations- possible hazards of cosmetics use.

UNIT-IV

4.1 Chemicals in food production - fertilizers - need, natural sources; urea, NPK fertilizers and superphosphate.

4.2 Fuel - classification - solid, liquid and gaseous; nuclear fuel - examples and uses.

UNIT-V

5.1 Pharmaceutical drugs - analgesics and antipyretics - paracetamol and aspirin. 5.2

Colour chemicals - pigments and dyes - examples and applications. 5.3

Explosives - classification and examples.

LEARNING OUTCOMES

After completion of the course the student will be

- Able to appreciate the role of chemistry in our day to day life and use the knowledge to address the environmental issues like pollution faced by the society.
- Able to understand the role of chemistry in medicines, fertilizers and fuels and help in using them wisely.
- Students understand the importance of balanced diet for a healthy life.
- Will have sound knowledge about the importance of carbohydrate, proteins, fats etc., in a balanced diet.

REFERENCES

1. Chemical Process Industries (4th Edition) R. Norris Shreve, Joseph A. Brink,Jr. 2. Perfumes, Cosmetics and Soaps V. V. A. Poucher(Vol.3)
2. Drugs, G L David Krupadanam;D Vijaya Prasad;K Varaprasad Rao;K L N Reddy; C Sudhakar, Universities Press Private Limited, Chennai,2001

UG-NON MAJOR ELECTIVE COURSE

BASICS OF RETAIL MARKETING (Offered in the Department of Commerce)

Semester I

Subject Code : CC5AD

COURSE OBJECTIVES

1. To enable the students to understand the concepts of retail marketing
2. To teach the students on aspects branding and labeling in retail trade

UNIT - I

Retailing - Definition - Retail Marketing - Growth of organised retailing in India - Importance of

Retailing

UNIT - II

Functions of Retailing - Characteristics of Retailing - Types of Retailing - Store Retailing - Non- store retailing

UNIT - III

Retailing location factors - Branding in retailing - Private Labeling - Franchising concept

UNIT - IV

Communication tools used in Retailing - Sales Promotion, e-tailing - Window display

UNIT - V

Supply chain management - Definition - Importance - Role of Information Technology in Retailing

LEARNING OUTCOME

- Equip the students to get the knowledge of retail marketing and its segmentation

TEXT BOOKS

1.P.K.Madhavan - Introduction to Retailing - Vijay Nicole Imprints Private Limited, Chennai.

2.John J.Coyle, C.John Langley .JR., Robert A. Novack, Brian J.Gibson - Supply Chain

Management A Logistics Perspective - CENGAGE, New Delhi

3.Joel D. Wisner, Keah - Choon Tan, G.Keong Leong - Principles of Supply Chain Management

A Balanced Approach - CENGAGE, New Delhi

REFERENCE BOOKS

1. Modern Retail Management - J.N. Jain & P.P.Singh Regal Publications, New Delhi

2.Retail Management - Suja Nair, Himalaya Publishing House.

SEMESTER-II

LA12A-மபாதுத் ைமிழ் - மதலொமொண்டு -
இரண்டொம் ருவம்

ொடத்திட்டத்தின் ந ொக்கம்

- கொலந்நதொறும்தமிழ்அடடந்தள்ளவளர்ச்சியும்
ரந்தவெரிந்தகிடக்கம்அதன்ஆழ அகலத்ததயும் ஒரு ருந்த
ொர்டவயில் ந ொக்கம் வடகயில் ப ொதத்தமிழ்ப்
ொடப் கதி கட்டடமக்கப் ட்டுள்ளது.
- ழந்தமிழ் இலக்கியங்களின் வொயிலொக அறம், ப ொருள்,
இன் ம் ஆகியவற்டறப் ந ொதித்தல். ழந்தமிழ்
இலக்கியங்களின் இலக்கியச் பசறிடவயும், பசொல்
வளங்கடளயும் உணர டவத்தல்.
- ழந்தமிழ்ச் பசொற்களின் அருடமடயப் ொரியடவத்த
பமொழி கலப் ின்றிப் ந சவதன் அவசியத்தத வலியுறுத்தல்.
ழந்தமிழ் மக்களின் வொழ்வியடல
எடுத்தடரத்தல். இடவநய இப் ொடத்திட்டத்தின் ந
ொக்கமொகம்.

ொடத்திட்டம்
(SYLLABUS)

I.இலக்கியம்

II.அதைச் சார்ந் ைமிழிலக்கிய வரலாறு

III.மமாழிப்

பயிற்சி

அலகு 1

1. நற்றிதை - 87, 88
2. குறுந்மாதக - 46, 88, 89
3. கலித்மாதக - 11 ஆம் பாடல் - “அரிண்ாய அறன் எய்ைி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து ஸ்தலமபய்ை)
2. ஐங்குறுநூறு - கிள்தைப்பத்து
3. பரிபாடல் -மசவ்வவள் 5, கடுவன் இமவயினார் (1 முைல் 10

வரிகள் - மவற்றி வவல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பைற்றுப்பத்து -காக்தகப்பாடினியார், நசம்சள்தையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு -

முல்தலப்பாட்டு அலகு 5

1. ீருக்குறள் - மபாருட்பால் - 3 ீகாரம் (காலமறிைல், சுற்றந்ழால்,

கண்வைட்டம்)

2. நாலடியார் - ஈதக (முல் 5 பாடல்கள்)

II மைமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பைமனண்வமற்கைக்கு நூல்கள்
(எட்டுத்மைாதக, பத்துப்பாட்டு)

2. பைமனண்ஈழக்கைக்கு நூல்கள்

III மமாழிப் பயிற்சி

1. இலக்கைக் குறிப்பு (வவற்றுதமத் மைாதக, உவதமத் மைாதக,
பண்புத் மைாதக, உம்தமத் மைாதக, அன்மமாழித்
மைாதக.....வடிவம்) [பத்ையிலிருந்து இலக்கைக்
குறிப்புகதைக் கண்டறில்]

2. ஒற்று மிகும் மிகா இடங்கள்

3. மரபுத் மைாடர்கள் (மைழ் மரபுத் மைாடர்கதைக் கண்டறில்)

ொடத்திட்டத்தின் யன்கள்

- ழந்தமிழ் இலக்கியங்களின்வழியொக, அக்கொல மக்களின்
அகஸணர்ஸகடளயும் அக ஒழுக்கங்கடளயும் ண் ாட்டடயும்
உணர்ந்த பகொள்ளுதல். ழந்தமிழ்

இலக்கிய வொசிப் ின் வழி இயற்டகயின் உன்னத
மகத்தவத்தப் ாியடவத்தல்.

- தமிழ் இலக்கிய வளங்களின் வொயிலொகத் தமிழ்ப் ண்
ொட்டட அடுத்த தடலமடறக்கக் பகொண்டுபசல்லதல்.

பமொழிவளத்தின் நதடவடய வலியுறுத்ததல். மொணவர்கள்
ிடழயின்றி எழுத பமொழிப் யிற்சி உதஸகிறத.

- இப் ாடத்திட்டம் மொணவர்கள் தங்கள் டிப் திறடன
வளர்க்கின்றத.

ந ாட்டித்நதர்ஸகடள எதிர்பகொள்வதற்கத் தமிழ் இலக்கிய
வரலொற்றுப் கதி மிகந்த யனடடயதொக அடமகிறத.

ொடநூல்

பசன்டனப் ல்கடலக்கழகம் (University of Madras)

அடித்தளப் டிப் - கதி - I தமிழ்

மதலொம் மற்றும் இரண்டொம் ருவங்களுக்கொரியத.

அடனத்தப் ட்டப் டிப் ிொரிஸகளுக்கம் ஐந்தொண்டு ஒருங்கமடற
ட்ட நமற் டிப்

ிொரிஸகளுக்கம் ப ாதவொனத.

தொள் -I - பசய்யுள் திரட்டு

(Foundation Course - Part - Tamil, For I & II Semesters Common to all undergraduate
course and Five-Year Integrated postgraduate courses. - 2021 onwards).

REFERENCE BOOK

- தமிழ் – கதி 1 - பசன்டனப் ல்கடலக்கழகம் வடிவடமத்த

ொடத்திட்டங்கள் ஆடகயொல் கறிப் தவிநூல் என்று தனியொக

இல்லல (Reference book not applicable).

HINDI-II

PAPER – II – ONE ACT PLAY, SHORT STORY & TRANSLATION

YEAR/SEMESTER: I YR/ II SEMESTER

SUBJECT CODE: CLE2G

COURSE OBJECTIVES

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand, Vani prakashan, 4695,
21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED

1. Aurangazeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA

MANJARI Edited by:Dr. Chitti. Annapurna, Rajeswari
Publications, 21/3, Mothilal Street (Opp. Ranganathan Street), T.
Nagar, Chennai – 600 017.

LESSONS PRESCRIBED

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE: (English to Hindi)

BOOKS FOR REFERENCE

1. Prayojan Moolak Hindi: Dr. Syed Rahamathulla, Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III, Dakshin Bharat Hindi Prachar Sabha, T. Nagar, Chennai -17.

UNITISED SYLLABUS

UNIT – I

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Lakshmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

COURSE OUTCOMES

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Inculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of art of translation.

FOUNDATION COURSE: PAPER II-FRENCH II-CLK2T

TITLE OF THE PAPER : PRESCRIBED TEXT AND GRAMMAR-II

OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France -enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

PRESCRIBED TEXTBOOK

Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

LEARNING OUTCOME

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world - to improve communication skills
- to perform well in the University Exams .

RECOMMENDED TEXT - Not applicable

COMMUNICATIVE ENGLISH-II

Subject Code: LZ12A

Year/ Semester: I year/II semester

Hours: 60

COURSE OBJECTIVES:

- To develop communicative skills.
- To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
- To develop understanding of grammar.
- To enhance vocabulary.

SYLLABUS

UNIT I

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word

Power/Vocabulary a.

Synonyms & Antonyms

4. Grammar in

Context Adverbs

Prepositions

UNIT II

1. Listening and Speaking

a. Listening to famous speeches and poems

b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

2. Reading and Writing

a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation)

b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

UNIT III

1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

2. Interactions during and after the presentations , Reading and writing a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

Unit V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working with Clauses

COURSE OUTCOMES:

At the end of this course students will be able to:

- Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English
- Have a good understanding of grammar and vocabulary.
- Make presentations and speeches.

Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.

CORE PAPER III: FOOD SCIENCE

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs Year: I

Credits: 4 Semester: II

Subject Code:SL22A

OBJECTIVES

- a) To enable students to obtain knowledge of different food groups and their contribution to nutrition.
- b) To help them study the different methods of cooking and their advantages and disadvantages.
- c) To enable them gain them to experience in the preparation of foods with attention to the preservation of their nutritive value -oriented to Indian cooking.
- d) To help them understand the scientific principles governing the acceptability of food preparations.

UNIT I

INTRODUCTION TO FOODS

Definition, Classification, Functions of foods- Functions of food in relation to health - classification of foods based on nutrients. Food Pyramid, Food groups – Basic Four, Basic Five, Basic Seven and Basic Nine.

UNIT-II

PRELIMINARY PREPARATION AND COOKING

Preliminary preparation of foods - different methods of cooking - Dry methods - frying, broiling, parching, and baking. Moist methods - boiling, stewing, cooking under pressure. Solar cooking, Microwave cooking - advantages and disadvantages.

UNIT III

STUDY OF FOODS

Cereal and Cereal products – Structure, Composition and Nutritive value of Rice, Wheat and locally available millets. Effect of cooking on the nutritive value of cereals. Gelatinisation, Dextrinization and gluten formation.

Pulses and nuts - Composition, Nutritive value of grams, dhals - some common nuts - meat substitutes - soya products. Effect of soaking, germination, cooking on pulses, toxic constituents of pulses. Textured Vegetable Protein (TVP).

Vegetables and Fruits - Classification, composition and Nutritive value - methods to minimize the loss of nutrients, types of pigments, effects of cooking, alkali & acid on color, texture and flavor. Post harvest losses and changes during ripening. Browning reaction and changes during cooking.

UNIT IV

ANIMAL FOODS

Milk and milk products - Composition and Nutritive value, Principles of milk cookery, Milk protein, coagulation, problems in milk cookery. Effect of cooking and processing on milk.

Meat - Nutritive value, methods of cooking - Post mortem changes in meat, factors affecting tenderness - organ meat. Fish - Classification, Nutritive value - selection, Methods of cooking Poultry - Nutritive value, economic aspects. Principles and methods of cooking poultry.

Eggs - Structure, composition, Nutritive value, selection - principles of egg cookery - uses of eggs in cookery, methods of cooking eggs.

UNIT V

Fats and Oils - Types - saturated, MUFA, PUFA, Hydrogenation - Invisible fats - uses of fat in cookery - factors affecting absorption of fats - smoking point - Rancidity.

Spices and Condiments - Importance, composition and classification. Uses in Indian cookery.

Sugar and Sugar Products - Jaggery - uses in Indian cookery - Stages in sugar, Indian Sweets.

Beverages - Classification, Nutritive value and uses – processing of coffee, tea, cocoa.

Food additives and food adulteration.

PRACTICALS

- I. Gluten formation and gelatinisation of starch
- II. Germination and factors affecting cooking of pulses.
- III. Effect of cooking and addition of acid & alkali on the colour, flavour and texture of vegetables. Enzymatic browning in fruits and vegetables. Pectin extraction.
- IV. Preparation of white sauce and paneer. Factors affecting coagulation of milk.
- V. Determination of smoking point of various fats and oils. Effect of oil temperature on frying.
- VI. Ferrous sulphide formation in boiled eggs. Factors affecting egg foam formation. Factors affecting coagulation of eggs. Tests to determine quality of eggs.
- VII. Stages of sugar cookery
- VIII. Various methods of preparation for tea and coffee.
- IX. Market of the available food additives.
- X. Common tests to detect adulteration in foods.

LEARNING OUTCOME

At the end of the course, the student will be able to

1. Identify the different food groups and examine their nutritive value.
2. Analyse the scientific principles underlying food preparation.
3. Identify the best method for cooking foods from different food groups.
4. Develop skills and techniques in food preparation with retention of nutrients and palatability.
5. Gain insight into the chemistry of cooking food.

REFERENCES

1. Shakunthala Manay. N; Shadakshara Swamy.M; Foods Facts and Principles, 3 rd edition, New Age International (P) Limited Publishers, 2014.
2. Srilakshmi. B; Food Science, 6th edition, New Age International (P) Limited Publishers, 2015.
4. Arindam Ramaswamy, Elements of Food Science, Oxford Book Company, 2010.
5. Norman. N Potter, Joseph H. Hotchkiss, Food Science, 5th edition, CBS Publishers and Distributors, 1996.
6. Sivasankar. B; Food Processing and Preservation, PHI Learning Private Limited, 2011.

CORE PAPER IV: HUMAN NUTRITION I

YEAR: I/ SEMESTER: II

CREDITS: 4

TIME/HRS: THEORY: 6 HRS

SUBJECT CODE:SL22B

OBJECTIVES

1. To introduce the students to the principles of Human Nutrition.
2. Assess the importance of various macronutrients in relation to health.

UNIT I

History of Nutrition – Development of Nutrition as a Science – Definition of Nutrition –Under nutrition, over nutrition and malnutrition. Introduction to nutrition-food as a source of nutrients, function of foods, definition of nutrients, adequate , optimum and good nutrition. Inter relationship between nutrition and health.

UNIT II

Energy -Introduction, Units, determination of energy value of food, physiological fuel value, Benedict's Oxy-calorimeter, relation between oxygen required and calorimeter value. Respiratory quotient, Specific dynamic action of food (Thermic effect of food). Definition of BMR and factors affecting BMR – determination of energy metabolism, during work-energy requirements for various types of activities, factorial methods for calculation of the daily energy requirements of an adult for varying degrees of physical activity, RDA.

UNIT III

CARBOHYDRATES

Definition, composition, classification, functions of carbohydrates in the body, food sources, digestion, absorption and utilization of carbohydrates, hormonal regulation of blood glucose

levels. Glycaemic index, glycaemic load, types of resistant starch. Dietary fibre -Definition, types, sources, RDA, physiological effects of dietary fibre

UNIT IV

PROTEINS-classification, functions, Food sources, Requirements and RDA. Digestion, absorption and metabolism of proteins. Amino acids-Indispensable and dispensable amino acids – Therapeutic applications of specific amino acids. Protein Energy Malnutrition – KWASHIORKOR and MARASUMS –etiology, clinical features, treatment and prevention. Evaluation of protein quality – PER, BV, NPU and NPR, chemical score, nitrogen balance, mutual amino acid supplementation of proteins.

UNIT V

LIPIDS-Classification, functions of EFA, MUFA, PUFA, SFA, food sources, Requirements, RDA, digestion and absorption. Characteristics of animal and vegetable fats, cholesterol- function, food sources, phospholipids-functions. Omega fatty acids functions, role in good health, food sources. Role of dietary lipids and CVD.

LEARNING OUTCOMES

At the end of the course, students will be able to

1. Apply knowledge of biochemistry and physiology to nutrient metabolism.
2. Explain nutrition information on food labelling.
3. Identify nutrition-related conditions and diseases by applying knowledge of metabolism and nutrient functions, food sources and physiologic systems.
4. Compute energy requirements for various age groups and study the recommended nutrient intake.
5. Discuss the concepts of nutrition for maintenance of a healthy lifestyle.

TEXTBOOKS

- 1.M. Swaminathan "Principles of Nutrition and Dietetics", 1993, Bappeo 88, Mysore Road, Bangalore - 560 018
- 2.Srilakshmi.B “Nutrition Science”, ISBN 10: 8122432239 / ISBN 13: 9788122432237, Published by New Age International (P) Limited, 2015

REFERENCES

1. Gordon. M. Wardlaw et.al; Contemporary Nutrition, 2nd edition, Publishing by Mosby, 2004.
2. Srilakshmi. B; Dietetics, 7th edition,New Age International (P) Limited Publishers, 2014.
3. William's; Nix; Basic Nutirtion and Diet therapy, 14th edition, Publishing by Mosby, 2013.
4. Mahtab S.Bamji, Prasad Rao, N.Vinodini Reddy; Textbook of Human Nutrition, Second Edition, Oxford and IBH Publishing Co. Pvt .Ltd, 2003.
5. Nutrient Requirement and Recommend Dietary Allowances for Indians by Indian council of Medical research, National Institute of nutrition, Hyderabad.
6. Judith E. Brown., Nutrition New, 2nd edition, West / Wadsworth west / Wadsworth, An International Thomson publishing company, 1998

ALLIED CHEMISTRY - II (THEORY)
Branches other than Maths and Physics

60 Hours - 4 Credits

Subject Code : SD3AC

LEARNING OBJECTIVE

1. To understand the fundamentals of coordination chemistry and its applications
2. To learn the structural aspects of biologically important compounds
3. To know the applications of phase rule and freezing mixtures
4. To explain the basics of electrochemistry
5. To understand the basics of Analytical chemistry

UNIT I: COORDINATION CHEMISTRY (12 Hours) Definition of terms-classification of ligands-Nomenclature-chelation-EDTA and its applications–Werner’s Theory-Effective Atomic Number-Pauling’s Theory-Postulates Biological role of haemoglobin and chlorophyll, (Elementary idea only)

UNIT II: CARBOHYDRATES (10 Hours) Classification, preparation and reactions of glucose and fructose.Interconversion of glucose to fructose and vice versa.Structure of starch. Cellulose and derivatives of cellulose - Diabetes - Causes and control measures.

UNIT III: PROTEINS (15 Hours) Amino acids-Classification, Preparation and properties of alanine - Preparation of dipeptide using Bergman method - Proteins -Classification according to composition, biological functions and shape - Denaturation and colour reactions of Proteins Primary and secondary structure of Proteins Nucleic acids: DNA and RNA-Their components and biologicalfunctions.

UNIT IV: ELECTROCHEMISTRY (10 Hours) Electrolytic conductance in metals and in electrolytic solution – specific conductance and equivalent conductance – Arrhenius theory of electrolytic dissociation and its limitations - weak and strong electrolytes according to Arrhenius theory – ostwald’s dilution law – applications and limitations – Conductometric titrations – strong acid vs strong base only.

CATALYSIS (5 Hours) Characteristics of catalytic reaction, auto catalysis, promoters, catalytic poisons – Types of catalysis – homogeneous and heterogeneous - Enzyme catalysis (no derivation, elementary idea only)

UNIT V: ANALYTICAL CHEMISTRY (8 Hours) Introduction to Qualitative and Quantitative Analysis - Principle of volumetric analysis - Separation techniques - extraction - distillation - crystallization - Chromatographic separations - Principles and application of column, paper, thin layer.

BOOKS FOR REFERENCE

1. Gopalan R. and Sundaram S., Allied Chemistry, Sultan Chand & Sons Publishers, New Delhi 2nd ed.
2. Bahl B.S. and Arun Bahl, A text book of Organic Chemistry 21st ed., S. Chand and Company Pvt. Ltd.
3. Puri B.R., Sharma L.R. and Pathania M.S., Principles of Physical Chemistry, 47th ed., Vishal Publishing Company, 2016.

LEARNING OUTCOMES

1. Students learn about definitions of ligands, coordination number; hybridisation and geometry of coordination complexes. Gained elementary idea about naturally occurring complexes such as haemoglobin and chlorophyll.
2. Introduced to biomolecules such as carbohydrates (glucose, starch and cellulose) and amino acids (alanine). A brief idea about structure of DNA and RNA is gained by the student.
3. Students gain primary knowledge about the structure of proteins and major classes of proteins.
4. Learnt about batteries, electrochemical cells, electrodes and EMF
5. Learnt principles of volumetric analysis, separation and purification techniques such as chromatography. Learnt about separation and identification of amino acids through thin layer chromatography.

ALLIED CHEMISTRY I & II (PRACTICALS)
(COMMON FOR ALL ALLIED CHEMISTRY)

SUBJECT CODE : SD3A1

LEARNING OBJECTIVES

1. To learn the volumetric estimation of solutions
2. To identify the given organic compound systematically.

I. VOLUMETRIC ANALYSIS

1. Estimation of Sodium hydroxide using standard Sodium Carbonate.
2. Estimation of Hydrochloric acid using standard Oxalic acid.
3. Estimation of Ferrous sulphate using standard Mohr's salt
4. Estimation oxalic acid using standard Ferrous Sulphate.
5. Estimation of Potassium permanganate using standard Sodium hydroxide.
6. Estimation of iron from iron tablets using standard potassium permanganate
7. Estimation of magnesium using EDTA.
8. Estimation of calcium from calcium tablets using EDTA
9. Estimation of Ferrous ion using diphenylamine as internal indicator.

II. Systematic analysis of Organic compounds

The analysis must be carried out as follows:

- a) Functional group tests (Carboxylic acid (Benzoic acid, phthalic acid), Phenol, Urea, Glucose, Benzaldehyde, Aniline (Aniline not to be given for exam))
- b) Detection of elements (N, S, Halogens)
- c) Distinguish between aliphatic and aromatic
- d) Saturated and unsaturated compounds

REFERENCES

1. Basic Principles of Practical Chemistry, Venkateswaran, Veerasamy & Kulandaivel S Chand & Co.

LEARNING OUTCOMES

1. Students learn to estimate the amount of substance present in a given unknown solution by volumetric methods like acidimetry - alkalimetry and permanganometry.
2. Students learn the systematic method of identifying the presence of unsaturation, aromaticity and functional groups in an unknown organic compound.

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES

SEMESTER-II

LEARNING OBJECTIVES

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions- Listening to Instructions

Speaking: Pair work and small group work. **Reading:** Comprehension passages – Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields

(Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages–Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

LEARNING OUTCOMES

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)

அடிப் படத் தமிழ் - இரண்டாம் ருவம்

ொடத்திட்டத்தின் ந ஁க்கம் (Objective)

தமிழ்ப்மொழிடயப் ந சரம் ஁ழுதரம் டிக்கரம் பதெரியொத மொணவர்கள் அடிப் படத்தமிழ் ஁டம் டத்தப் யன்ப ரும் ந ஁க்கில் ஁டத்திட்டம் அடமகிறத. அண்ட ஁ட மொ ிலங்களிலிருந்தம் ிற ஁டுகளிலிருந்தம் ஁ளங்கடல, ஁ளம் அறிவியல் ட்டம் ப ரும் மொணவர்கள் தமிழ் ஁ட்டின் மொ ில ப்மொழிடயப் ந சரம் ஁ழுதரம் தடண஁஁ரியும் வடகயில் ஁டத்திட்டம் வடிவடமக்கப் ட்டுள்ளது.

஁ம்மொணவர்கள் இரண்டாம் ருவத்தில் தமிழ் ப்மொழியிலள்ள சிறு சிறு ஁லக்கியப் கதிகடளப் டிப் ர். சிறு கடதகள், சற்றுலொத்தலங்கள், தமிழ் ஁லக்கியங்களின் வரலொறு ஁கியவற்டறப் ஁஁ரிந்தபகொள்ளும் ந ஁க்கில்

ொடத்திட்டம் அடமகிறத.

ொடத்திட்டம் (SYLLABUS)

அலக -1.

ீதி ரூல்கள்

1. ஆத்திச் ிடி(1-12),

2. பகொன்஁ற நவந்தன்(1-8),

3. திருக்கறள்(5)

1. அகர மதல (1), 2. பசயற்கொரிய (26), 3. மனத்தக்கண் (34), 4.

கற்க கச஁றக்..... (391), 5. எப்ப ஁ருள் (423).

அலக - 2.

ீதிக் கடதகள்

1. பர் ஁ல் கடத, 2. ரமொர்த்த கரு

கடத அலக - 3.

அறிமகம்

அ. தமிழ் இலக்கிய வரலொறு - இலக்கியங்கள் ிலவர்கள்

ஆ.தமிழக வரலொறு - வரலொற்றுச் சின்னங்கள்- சற்றுலொத்தலங்கள்-

அலவலகப் ப யர்கள்

இ. ழபமொழிகள்.

ொ஁த்திட்டத்தின் யன்கள் (Subject Outcome)

தமிழ் இலக்கியத்தின் சிறப் ி஁னயும் தமிழ் பமொழியின் சிறப்

ி஁னயும் பமொழிவளத்ததயும் அறிந்த பகொள்ள உதஸகிறத. தமிழக

மக்களின்

ண் ாட்டுக்ுறுகடள உணர்ந்த பகொள்ளுதல்
ொட நூல்

தமிழ் – கதி 4 - பசன்டனப் ல்கடலக்கழகம் அடிப் டடத் தமிழுக்கப்

ொடத்திட்டங்கள் மட்டுநம வடரயறுத்தள்ளது. அடத நூலொக
பவளியிடவில்ல.

எனநவ, ாடநூல்

இல்லல. Reference book

தமிழ் – கதி 4 - பசன்டனப் ல்கடலக்கழகம் வடிவடமத்த ாடத்திட்டங்கள்

ஆடகயொல் கறிப்ுதவிநூல் என்று தனியொக இல்லல. (Reference book not
applicable)

சிறப்புத் தமிழ் - இரண்டொம் ருவம்

ொடத்திட்டத்தின் ந ாக்கம் (Objective)

இப் ாடத்திட்டம் ளளிகளில் சில வகப்புக்ள் வடரயில் மட்டுநம

தமிடழப் டித்தக் கல்லெரிகளில் ிற பமொழி கற் வர்களுக்கொக

வடிவடமக்கப் டுகிறத. இங்க பதொடக்க கொல பசய்யுள் மதல் தற்கொல

ுதக்கவிடத வடர உள்ள ஒருசில கதிகள் அடமந்தள்ளன. அடனத்தக்

கொல இலக்கியங்களின் தன்஢ம஢ய ஁ணர்ந்தபகொள்ளுதல். தமிழ்

இலக்கியப் கதியும், தமிழிலக்கிய

வரலொற்றுப் கதியும், பமொழிப் யிற்சியும் ஁ா஢மொக
அ஢மகிறத.

஁ா஢த்திட்டம்
(SYLLABUS)

பா஢ப்பகுப்பு

VII.இலக்கியம்

VIII.அதைச் சார்ந்தை் மிழிலக்கிய வரலாறு

IX.மமாழிப் பயிற்சி

அலக - 1

க஢்டு஢ர

1. பண்ணின் பரு஢ம-

திரு.வி.க அலக -2.

பசய்யுள்

1. ஁ற ஁ாபறு - அ. பக஢ுகசிந்தத-஁க்஁ர் மொசொத்தியொர்,

ஆ. ஈன்று ஁றந்தருதல் - ப ஁ன்மடியொர், இ. யொதம் ஁நர -

கனியன்஁ங்கன்றனொர்

ஈ. திருக்கறள் - வொன் சிறப்஁ மழு஢மயும்

உ. சிலப் திகொரம் - மங்கல

வொழ்த்தப் ாடல் ஊ.

திருவொசகம் - நவண்டத்தக்கத

எ. திருவொய்பமொழி - உயர்வற

ஏ. இரட்சண்ய யொத்தொிகம் (சிலடவப் ாடு)- ாடல்எண்-1,3,4

ஐ. சீறொப்ரொணம் - வொனவர்க்கம்

ஓ. ாரதியொர்-

ல்லநதொர்வடண அலக -3.

இலக்கிய வரலொறு

ொடம் தழுவிய இலக்கிய

வரலொறு அலக -4.

பமொழிப யர்ப்

ஆங்கிலப் கதியத் தமிழொக்கம் பசய்தல்

ொடத்திட்டத்தின் யன்கள் (Subject Outcome)

தமிழ் பமொழி, தமிழ் இலக்கியத்தின் பதொன்டமடய அறிதல். தமிழ்

மக்களின் ண் ாட்டடக் கொல வொொியொக உணர்ந்த

பகொள்ளுதல்.

பமொழிப யர்ப்த்தடறயிலம் பசயலொற்ற மடியும்

ொட நூல்

தமிழ் – கதி 4 - பசன்டனப் ல்கடலக்கழகம் அடிப் டடத் தமிழுக்கப்

ொடத்திட்டங்கள் மட்டுநம வடரயறுத்தள்ளத. அடத நூலாக
பவளியிடவில்டல.

எனநவ, ஁ொடநூல் இல்டல.

REFERENCE BOOK

தமிழ்– கதி4-பசன்டனப் ல்கடலக்கழகம்வடிவடமத்த

ொடத்திட்டங்கள் ஆடகயொல் கறிப்தவிநூல் என்று தனியொக இல்டல.

(Reference book not applicable)

FOOD CHEMISTRY

YEAR I/SEMESTER II

30 HOURS

SUBJECT CODE : SD5AG

LEARNING OBJECTIVES

1. To learn about the adulterants in food and methods to remove.
2. To know about the usage of pesticides and their effect.
3. To know about the types of food additives used in food industry.
4. To learn about the various beverages and their effect.
5. To know about the chemistry of fats and oils and their properties.

Unit I: FOOD ADULTERATION

Sources of food, types, advantages and disadvantages. Food adulteration - contamination of Wheat, Rice, Alia, Milk, Butter etc. with clay stones, water and toxic chemicals - Common adulterants. Common adulterants Ghee adulterants and their detection. Detection of adulterated Foods by simple analytical techniques.

Unit II: FOOD POISON

Food Poisons - natural poisons (alkaloids - nephrotoxin) - pesticides, (DDT, BHC, Malathion)- Chemical poisons - First aid for Poison consumed victims.

Unit III: FOOD ADDITIVES

Food additives - artificial sweeteners- Saccharin - Cyclamate and aspartame. Food flavours - esters, aldehydes and heterocyclic compound. Food colours - Emulsifying agents- preservatives - leavening agents. Baking powder - yeast - taste makers - MSG vinegar.

Unit IV: BEVERAGES

Beverages - soft drinks - soda - fruit juices - alcoholic beverages examples. Carbonation
- addiction to alcohol - diseases of liver and social problems.

Unit V: EDIBLE OILS

Fats, Oils - Sources of oils - Production of refined vegetable oils - Preservation.
Saturated and unsaturated fats - iodine value - role of MUFA and PUFA in preventing
heart diseases - determination of iodine value, RM value, saponification values and their
significance.

BOOKS FOR REFERENCE

1. Swaminathan M., Food Science and Experimental foods, Ganesh and Company.
2. Jayashree Ghosh, Fundamental concepts of Applied chemistry, S. Chand & Co. Publishers.
3. Thangamma Jacob, Text Books of applied chemistry for Home Science and Allied Sciences, Macmillan.

LEARNING OUTCOMES

- After completion of the course the student Will have knowledge of basic properties of macro and minor nutrients of food products.
- Can explain the properties of carbohydrates, lipids and proteins and their importance for well-being.
- Will have the ability to explain the benefits and limitations of food additives currently used by the food processing industry and those additives which may be permitted to be used in the future.
- Student learns about the different types of beverages and its health impact on the consumer.
- Student learns and understands the properties of fats and oils and methods to avoid their spoilage.

UNIVERSITY OF MADRAS
UG – NON-MAJOR ELECTIVE COURSE
OFFERED IN THE DEPARTMENT OF COMMERCE
SYLLABUS WITH EFFECT FROM 2020-2021

BGE-NME02

BASICS OF BUSINESS INSURANCE

Course Objectives

Number of Credits : 2

1. To enable the students to understand the concepts and the types of Insurance.
2. To sensitize the students on the role of Government in insurance business and IRDA Act.

OUT COME

Students understand the concepts and the types of Insurance and knows the role of Government in insurance business and IRDA Act.

Unit – I

Introduction to Insurance – Type of Insurance – Principles of Insurance.

Unit – II

Salient features of IRDA Act – Administration of IRDA Act – Regulatory measures of IRDA

Unit – III

Life insurance products – Term, Whole life, Endowment.

Unit – IV

Introduction to general Insurance – fire, marine and motor insurance.

Unit – V

Government and insurance companies – LIC India- private players in Insurance in India.

Text Books Recommended:

1. M.N.Mishra – Insurance, Principles and practice, S. Chand & Co. Ltd., New Delhi
2. Dr.N.Premavathy – Elements of Insurance, Sri Vishnu Publications, Chennai.
Dr.A.Murthy – Elements of Insurance, Margham Publications, Chennai

References

1. Nalini Prava Tripathy, Prabir Paal – Insurance Theory & Practice, Prentice Hall of India
Anand Ganguly – Insurance Management, New Age International Publishers.

SEMESTER – III

தமிழ்த்துறை

சென்றனப்பலகறலககழகப்பாடத்திட்டம்

LA13A-சபாதுததமிழ்- இரண்டாமாண்டு- யனையம்பருவம்

PART-1/YEAR-II/ SEMESTER- III

பாடத்திட்டத்தினஅறிரகமசைவம்,சவணவம்,கிறிததவம்,
இஜலாமயமசத்தரகளஆகியைமயமைாரந்தஇலககியங்கள
பாடங்களாகவடிவசமககப்பட்டுள்ளன. மமலுமசற்றிலககியங்களில்
ஒருசலபகதிகளும்பாடமாகஅசமந்தள்ளன. இந்தஇலககியங்கள
ைாரந்தவரலாறுமபாடமாகஅசமந்தள்ளன. மமாழிப்பயிறசயும்
இடமமபற்றுள்ளது.

பாடத்திட்டத்தினந ாககம்

மககளுக்கரியவாழ்வயலமந்றிசறகசளசயமயபலைமய
இலககியங்களும்மபாதிக்கின்றனஎனபசதஉணரசவத்தல.
பகதிககம்அன்றாடவாழ்வயலுக்கமஉள்ளமதாடரபிசனப்பரிய
சவத்தமலஇப்பாடத்திட்டத்தினமநாககமாகம். சற்றிலககியங்களின்
வசககசளயுமயாப்பின்பதவடிவங்கசளயுமமதரிந்தமகாளள மையதல.
சற்றிலககியகாலத்தினபாடுமபாருளினமாற்றத்த உணரசவத்தல.
இசறப்பணிமயாடுமககளபணிமையத
இசறயடியாரகசளஅசடியாளமகாட்டுவதமஇதனதசலயாய
மநாககமாகம்.

தமிழ்மமாழியிலமைாறகளினமபாருள்களகாலத்திறக்ககாலம்
மாறுபடுமதனசமயிசனப்பரியசவத்தலஒருமைலலுக்கபல
மபாருள்களகாணப்படுவசதஉணரசவத்தல, இதன்றலமமமாழி
பயனபாட்டுகைமைலவளமமதசவஎனபசதஉணரத்ததல,

இலககியவரலாறசறககறிப்பதனவாயிலாகஇலககியத்
மதாற்றப்பினனணிஅறிந்தமகாளளமையதல. இசவமய
இப்பாடத்திட்டத்தினமநாக்கமஆகம்.

பாடப்பகிரவு

- இலக்கியம்
- .அசுதை஁ாரநததமழிலக்கியவரலாறு
- மமாழிபபயிறசயுமமமாழிமபயரபபம

அலகு1

1. காசரக்காலஅமசமயார- அறபதததிருவநதாதி(பிறநதமமாழி எனத்மதாடங்கி5 பாடலகள்)
- 2.மதவாரம-திருஞானைமபநதர- திருத்திலசலபதிகம'கறறாங்க' எனத்மதாடங்கி11 பாடலகள்
3. திருநாஷககரைர- மாசலஸசனயுமஎனத்மதாடங்கி10 பாடலகள்
4. ஜநதார-பித்தாபிசற஁டிஎனத்மதாடங்கி10 பாடலகள்
5. மாணிக்கவா஁கர- திருபபளளிமயமு஁ச10 பாடலகள்

அலகு2

1. ஆண்டான- தா஁சயாரதிருமமாழி-ஏழாமபத்த
2. மபாயசகயாழ்வார- ரதலபாடல(ரதலதிருவநதாதி)
3. ஁தததாழ்வார- ரதலபாடல(இரண்டாமதிருவநதாதி)
- 4.மபயாழ்வார- ரதலபாடல(றன்றாமதிருவநதாதி)
5. நமமாழ்வார- ரதலபத்த- நானகாமதிருமமாழிரதல5 பாடலகள்

அலகு3

- 1.தாயுமானவர்- சபங்கிளிகண்ணி(5 கண்ணிகள்)
2. வள்ளலார- திருவருட்பா- பிளசளைசறுவண்ணபபம(1-5)
3. அருணகிரிநாதர- வநாயகரததி- “நினததிருவடி.” எனத் மதாடங்கம5 ஆமபாடல

அலகு4

1. சத்தரபாடலகள்- திருறலர- திருமநதிரம(270,271,274,275,285)

2. கணங்கடிமஸ்தான- பராபரக்கணணி

3. மவதநாயகமபிளசள- தாயதநசதயரவணக்கம25-32 வரிகள்
(மபணமதிமாசல)

அலகு5

1. ரதமதாளளாயிரம- ஏறகனமவஉள்ளபகதி

2. தமழவடுத- ரதல16 கணணிகள்

3. நந்திககலமபகம- ஏறகனமவஉள்ளபகதி(61, 96, 100,105,110)

தமிழிலக்கியவரலாறு

1. பகதிஇலக்கியம்(சைவம், சவணவம், சத்தரகள், இஸலாம,
கிறித்தவம்)

2. சற்றிலக்கியங்கள்

சமாழிப்பயிச்சியுமசமாழிசபயர்ப்பும

ஒருமபாருளகறித்தபலமைமால, பலமபாருளகறித்தஒருமைமால,
பிறமமாழிமைமாலநககல, அலுவலகககடிதமவசரதல, தமிழில
மமாழிமபயரத்தல

பாடத்திட்டதினபயனகள்

தமிழிலகாணப்படுமஅசனத்தைமையிலக்கியங்களும்

வாழகசககரியநலவழிகாட்டியாகவளங்ககின்றன.

இசறபகதியினஇன்றியசமயாசமஉணரத்ததல,

மையைனமறாரகளதமழமமாழிக்கஆற்றியுள்ளபங்களிப்பகச
ள அறிந்தமகாளளுதல

நாயனமாரகளும்ஆழவாரகளும்தங்கள்பலசமயினாலஇசைமயாடு

இசைத்தள்ளசமயாலபாஜரங்கசளபஇசையினமதானசமயிசன அறிதல.

கிறித்தவஇலக்கியரமஇஜலாமயஇலக்கியரமதமழ

மரபிலபசடத்தமதாடுநிலலாமலமதானறித்தமழமமாழிகைசறப்ப

மையகிறதஎனபசதப்பரிந்தமகாளளுதல, பகதிஇலக்கியங்களின்

வழிமனசதமமபடுத்ததலுவாழவயலரசறகசளப்பரிய

சவத்தலுமமஇபபாடத்திட்டத்தினபயனஆகம.

மமாழிபபயிறசயினாலபதபபதமைாறகசளபபயனபடுத்த

□ணடுதல.

தமழிலககியவரலாற்றுபபகதிமபாட்டித்மதரஷககஉறுதசணயாக
வளங்கதலஆகியசவமயபயனஆகம.

பாடநூல:

- மைனசனபபலகசலககழகம(University of Madras)

அடித்தளபபடிபப- பகதி- 1 மபாதத்தமழ

றனறாமமற்றுமநானகாமபருவங்களுக்கரியத.

அசனத்தபபட்டபபடிபபபிரிஷகளுக்கமஐநதாண்டுஒருங்கரசற பட்ட

மமறபடிபபபிரிஷகளுக்கமமபாதவானத.

தாள-1 – மையயுளதிரட்டு

Foundation Course – Part –I Tamil – For III & IV Semesters.

Common to all undergraduate course and Five Year Integrated postgraduate courses. 2021 – 2022 onwards.

- தமழிலககியவாலாறு- பாடமதழுவயிலககியவரலாறு
- மமாழிபபயிறச

REFERENCE BOOK

தமழ- பகதி1 – மைனசனபபலகசலககழகமவடிவசமத்த

பாடத்திட்டங்களஆசகயாலகறிபபதவநூலஎனறுதனியாகஇலசல.

(Reference book not applicable)

FOUNDATION COURSE IN HINDI
CLE3H-PAPER III ANCIENT POETRY AND INTRODUCTION TO HINDI
LITERATURE (UPTO REETI KAAL)

YEAR-II/ SEMESTER- III

COURSE OBJECTIVES

The objectives of the course is to

- Describe the beginning stage of Hindi literature in the development of Hindi language.
- Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
- Understand the importance of Bhakthikaal in bringing the unity in diversity.
- Describe the History of Hindi literature
- Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

1. Ancient Poetry

Prescribed Text Book : Selections in Poetry (2007)
University Publications University of Madras .

Lessons Prescribed :

Kabirdas-Saakhi Dohas 1 to 10
Surdas-Bramargeet Saar only
Tulasidas-Vinay ke Pad only
Meera Bai-Pad only
Tiruvalluar-Dharmakaand only
Biharilal-Dohas 1 to 5

2. Introduction to Hindi Literature (up to Reethikaal)

Lessons Prescribed :

- 1.Literary Trends of Veeragatha Kaal (Aadikaal) – Important poets: 1. Chand Baradai
2. Vidhyapathi and their Works
- 2.Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
- 3.Tulasidas 4. Surdas and their works
- 3.Literary Trends of Reethikaal – Important Poets : Bihari 2. Bhushan 3. Ghananan

REFERENCE BOOKS:

1. Hindi Sahithya Ka Itihas By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.

1. Hindi Sahithya Yug Aur Pravritthiya By Dr. SivakumarVarma, Asok Prakashan
Nayi Sarak, New Delhi – 6

2. Hindi Sahithya ka Sybodh Itihas By : Babu Gulabroy, Lakshmi Narayanan
Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place,
Agra- 282002.

Unit wise Syllabus for III Semester

UNIT –I

Kabirdas – Saakhi (Dohas from 1 to 10) Literary Trends of Veeragatha Kaal
(Aadikaal), Chand Baradai and his Works, Vidhyapathi and his works

UNIT – II

Surdas - Bramargeet Saar , Literary Trends of Bhakthi Kaal Gyan Margi Shakha
Important Poet : 1. Kabirdas

UNIT – III

Tulasidas – Vinay ke Pad only
Literary Trends of Bhakthi Kaal – Prem Margi Shakha Literary
Trends of Bhakthi Kaal – Ram Bhakthi Shakha Important Poets
– 1. Joyasi and 2. Tulasidas

UNIT – IV

Meera Bai – Pad only
Tiruvalluar (Dharmakaand only)
Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
Important Poet – Surdas

UNIT – V

Biharilal (Dohas 1 to 5) Literary Trends of
Reethikaal Important Poet : Bihari and his
works
Bhushan and his works and Ghananand and his works

COURSE OUTCOMES

- Analysing the development of Khadiboli Hindi
- Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.
- Knowledge about the literary trends of Aadhunik Kaal.
- Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
- Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
- Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
- Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

**UNIVERSITY OF MADRAS UG & 5 YR INTEGRATED DEGREE COURSES
SYLLABUS – CLG3H-SANSKRIT**

YEAR-II/SEMESTER- III

Unit I-Origin and Development of Sanskrit Drama – Madhyamavyayogah

Unit II-Characteristics of Sanskrit Drama Madhyamavyayogah-Grammar
sarvanamaprayogah-yusmad sabdah.

Unit III-Dramas of Bhasa Madhyamavyayogah

Unit IV-Dramas of Kalidasa Madhyamavyayogah

Unit V-Dramas of Bhavabhuti, Sri Harsha – Madhyamavyayogah-Grammar Lang
lakara (past tense) – select roots Note: No translation for semester III

REFERENCE BOOK: Samskrta Granthamala III Published by: Samskrita Academy,
84, Royapettah High Road, Mylapore, Chennai – 600 004. Available with Publishers and
also at Kuppuswamy Sastri Research Institute, Sanskrit College Campus, Mylapore,
Chennai-4

UNIVERSITY OF MADRAS
FRENCH SYLLABUS WITH EFFECT FROM 2020-2021
CLK3V-FRENCH III-TRANSLATION, COMPREHENSION AND
GRAMMAR- I

YEAR-II/SEMESTER- III

COURSE OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

PRESCRIBED TEXTBOOK

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai,
Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Syllabus

Grammar components :

Les pronoms relatifs Le

passé composé

L'imparfait

Le plus-que-parfait

Le subjonctif

Le conditionnel La

comparaison **Texts :**

Les feuilles mortes

Le vrai père

Nos études

Demain des l'aube Par une

journée d'été Une visite

inattendue L'hiver

Le librairie

OUTCOME

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

RECOMMENDED TEXTBOOK – Not applicable

LZ13B – LANGUAGE THROUGH LITERATURE I
YEAR-II/SEMESTER- III

COURSE OBJECTIVE

To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills

- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self- development
- To help absorb the values, ethics and attitudes of life and culture expressed in literature

SYLLABUS

UNIT I: PROSE		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Ethics	1.1 Humanities Vs Sciences <i>S. Radhakrishnan</i>	Vocabulary skills Etymology Etymological derivation of words Grammar skills Tenses The simple present Vs the present continuous tense The simple past Vs the present perfect tense
Learning	Worksheet 1.1 1.2 Wings of Fire(An Extract) <i>A P J Abdul Kalam</i>	Vocabulary skills One word substitutes, meanings of expressions Grammar skills Combining sentences
	Worksheet 1.2 Society	
	1.3 On the Rules of the Road	Vocabulary skills

	<i>A.G. Gardiner</i>	Some literary devices Word association Grammar skills Error Identification Types of questions: Wh- and Yes/No
	Worksheet 1.3	
UNIT II: POETRY		
Human Values	2.1 Leisure <i>W.H. Davies</i>	Vocabulary skills Content words and function words Compound words Grammar skills Punctuation Use of punctuation marks Conversion of sentences Active and passive voice Reported speech
	Worksheet 2.1	
Science	2.2 The Secret of the Machines <i>Rudyard Kipling</i>	Vocabulary skills Commonly confused words Prefixes and suffixes Negatives prefixes Grammar skills
	Worksheet 2.2	
Environment	2.3 Water <i>Ralph Waldo Emerson</i>	Conversion of word class Vocabulary skills Homophones Homonyms Homographs Grammar skills Gerunds
	Worksheet 2.3	
Sports	2.4 Casey at the Bat <i>Ernest Lawrence Thayer</i>	Participles Vocabulary skills Completing words Grammar skills
	Worksheet 2.4	Phrasal verbs

Satire	2.5 Very Indian Poem in Indian English <i>Nissim Ezekiel</i>	Vocabulary skills Metonymy Grammar skills Integrated grammar activities Cloze test
	Worksheet 2.5	
UNIT III: SHORT STORIES		
Attitude	3.1 Witches' Loaves <i>O. Henry</i>	Pronunciation Tongue twisters Pronouncing words of foreign origin Using a dictionary to understand pronunciation
	Worksheet 3.1	
Fantasy	3.2 The Country of the Blind <i>H.G. Wells</i>	Writing skills Descriptive writing Narrative writing Writing long essays
	Worksheet 3.2	
Humour	3.3 The Boy who Broke the Bank <i>Ruskin Bond</i>	Writing skills Converting a story into a play
	Worksheet 3.3	
Social Justice	3.4 The Squirrel <i>Ambai</i>	Writing skills *Filling Forms *Letter writing
	Worksheet 3.4	
UNIT IV: NON-FICTION		
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine <i>John Thornhill</i>	Writing skills Writing blogs Writing vlogs
	Worksheet 4.1	
Social Media	4.2 Facebook is Making Us Miserable <i>Daniel Gulati</i> Worksheet 4.2	Writing skills Writing e-mails
Culture	4.3 One World One Culture <i>Kenneth J. Pakenham, JO McEntire and Jessica Williams</i>	Writing skills Resumes Cover letters Format of a cover letter Speaking skills

		Interoduction to job interviews
	Worksheet 4.3	
Food and Nutrition	4.4 Portion Size is theTrick!!! <i>Ranjani Raman</i>	Writing skills Argumentative essays
	Worksheet 4.4	
UNIT V: SCENES FROM SHAKESPEARE 14 HRS		
Human Nature	5.1 The Merchant of Venice[Act IV, Scene I, Lines170-419]	Writing skills *Recreating a court scene *Role play
	Worksheet 5.1	
	5.2 Henry IV Part I [Act II, Scene 4]	Writing skills *Creating webpage
	Worksheet 5.2	

Formative Assessment (5 HRS)

LEARNING OUTCOMES

- After completing the course, the students will be able to reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
 - Become Aware of Commonly Occurring Errors and Avoid Committing Them In Language Use
 - Rewrite Words and Sentences by Changing Their Forms And Use Them Appropriately
 - Show Improvement in Their Pronunciation
 - Attempt Different Kinds of Writing – Essays, Emails, Blogs, Letters Etc
 - Prepare Resumes to Face Interviews
- Convert Short Stories into Plays or Skit Role Play The Scenes And Make A Dramatic Presentation Of The Scenes create a webpage for themselves and others show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres

CORE PAPER V: FAMILY MEAL MANAGEMENT

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Year: II

Credits: 4

Semester: III

Subject Code: SL23A

COURSE OBJECTIVES

To enable the students to:

- Acquire knowledge of the principles of planning diets for various stages of life cycle.
- Develop ability to plan balanced diets for various activity groups and for various socio-economic levels.

UNIT I

Introduction to meal management, Balanced diet – food guide, food pyramid, food plate, principles of meal management – objectives – steps in meal planning and low cost balanced diet.

UNIT II

Nutrition for Adult, reference man, reference women, activity groups, nutrient needs. Geriatric nutrition – Factors affecting food intake and nutrient use – nutrient needs – nutrition related problems.

UNIT III

Nutrition in pregnancy – physiological stages, food selection – complications of pregnancy. Nutrition during lactation – Physiology of lactation – nutrition requirements, special foods given during lactation. WABA, EBM, breast milk pump, human breast milk bank.

UNIT IV

Nutrition during infancy – Growth and Development – nutrition requirements- Breast feeding – Infant formula – Introduction of supplementary foods. Nutrition during early childhood (Toddler/Preschool) Growth and Nutritional needs – nutrition related problems, Feeding patterns – acceptance.

UNIT V

Nutrition of school children – Nutritional requirement – Importance of snacks – school lunch. Nutrition during Adolescence, Growth development and nutrient needs – food choices, eating habits – factors influencing them.

LEARNING OUTCOME

- At the end of the course, the student will be able to
- Gain knowledge of the principles of planning diet.
- Plan balanced diets for various stages of life cycle.
- Plan balanced diets for persons involved in various activity.
- Plan balanced diets for people from various socioeconomic levels.
- Create awareness about World Alliance for Breast feeding Action.

REFERENCE BOOKS

- 1) Guthrie H.A. & Others, “Introductory Nutrition”, Times Mirror/Mosby College Pub. St. Louis (2010).
- 2) Anderson L. Et al, “Nutrition in Health and Disease”, J.B. Lippincott Co. Philadelphia (2006)
- 3) Whitney E.N., Hamilton E.N. & Raffles S.R., “Understanding Nutrition”, West Pub. Co. New York.(1993)
- 4) Recommended Dietary Intakes for Indians, I.C.M.R. (2010).
- 5) Mudambi, S.R. & M.N. Rajagopal – “Fundamentals of Food and Nutrition”, Wiley Eastern Ltd. New Delhi – 19 (2006).
- 6) Worthington Roberts, Bonnie S & others – “Nutrition in Pregnancy & Lactation”, Times Mirror/ Mosby College, St. Louis.(2010)

CORE PAPER VI: HUMAN NUTRITION II

Time/Hrs: Theory: 6 Hrs

Credits: 4

Subject Code: SL23B

Year: II

Semester: III

COURSE OBJECTIVES

- 1.To learn the role of various micronutrients in body functions.
- 2.To develop skills in assessment of qualitative tests and quantitative estimation of nutrients

UNIT I

WATER – functions, sources, requirements. Distribution of water in the body, composition of body fluids. Water imbalance-dehydration and water intoxication, water and electrolyte balance.

UNIT II

MACRO MINERALS- Calcium, Phosphorus, Magnesium, Potassium, Sodium and Chloride- Distribution in the body; functions, effects of deficiency, toxicity, food sources and RDA.

MICRO / TRACE MINERALS in human nutrition – Iron, Zinc, Fluoride and Copper- Distribution in the body; functions, effects of deficiency, toxicity, food sources and requirements for different age groups.

UNIT III

ULTRATRACE MINERALS- Iodine- Distribution in the body; functions, effects of deficiency, food sources and requirements; Selenium, Manganese, Chromium, Molybdenum and Cobalt- Functions and food sources.

Selenium and Vitamin E relationship.

Chromium and glucose tolerance factor.

UNIT IV

FAT SOLUBLE VITAMINS

Metabolism, Functions, effects of deficiency, food sources, requirements, unit of measurements and hypervitaminosis of vitamins A, D, E and K.

UNIT V

WATER SOLUBLE VITAMINS

Ascorbic acid and B Complex vitamins- Thiamine, Riboflavin and Niacin- Functions, effects of deficiency, food sources and requirements for different age groups.

Importance of Folic acid, Pyridoxine, Vitamin B12, Biotin and Pantothenic acid to the body.

LEARNING OUTCOMES

At the end of the course, the student will be able to

1. Explain the importance of water as a nutrient.
2. Describe the functions and food sources of macro and micro minerals.
3. Learn the nutritional importance of the micronutrients in human health.
4. Outline the metabolism of micronutrients
5. Evaluate the role of food and nutrients in health and disease prevention.

TEXTBOOKS

1. Srilakshmi, B., Nutrition Science, New Age International (P) Ltd., New Delhi, 2017.
2. Mahtab, S, Bamji, Kamala Krishnasamy, G.N.V. Brahmam, Text Book of Human Nutrition, Third Edition, Oxford and IBH Publishing Co. P. Ltd., New Delhi, 2015
3. Swaminathan, M., Advanced Textbook on Food and Nutrition, Vol. 1, Second Edition, Bangalore Printing and Publishing Co. Ltd., Bangalore, 2012.

REFERENCE BOOKS

1. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition, Hyderabad, 2013.
2. Gordon M. Wardlaw, Paul M.Insel, Perspectives in nutrition third edition, Mosby Yearbook Inc., St.Louis, Missouri,2015
3. Krause, M.V. and Hunesher, M.A., Food, Nutrition and Diet Therapy, 14th Edition, W.B. Saunders Company, Philadelphia, London, 2013.
4. Maurice Edward Shils, Moshe. Shike Modern Nutrition in Health and Diseases 10th edition 2006.
5. Eleanor Noss Whitney/Sharon Rady Rolfes, Understanding Nutrition, 15th Edition, Cengage Learning, Inc.
6. Eleanor Schlenker and Joyce Ann Gilbert, Williams' Essentials of nutrition and diet therapy,12TH edition, Elsevier publishers, 2019.
7. Longvah.T, Ananthan. R, Bhaskarachary. K and Venkaiah. K, Indian Food Composition Tables 2017, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad – 500 007 Telangana, India.

WEB REFERENCES

(www.who.int)

www.nin.res.in

www.motherchildnutrition.org

www.nnmbindia.org

www.ijmr.org.in

www.ncbi.nlm.nih.org

www.nutritionvalue.org

www.icmr.org

www.cftri.org

www.nsi.org

ALLIED PAPER III – BIOCHEMISTRY

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Credits: 5

Subject Code: SB3AA

Year: II

Semester: III

COURSE OBJECTIVES

To introduce the students to

1. The principles of Biochemistry
2. A basic understanding of the functions of biological systems in relation to Nutritional biochemistry.
3. The skills in qualitative tests and quantitative estimation of nutrients.

UNIT I

INTRODUCTION TO BIOCHEMISTRY

Definition of Biochemistry and its relation to nutrition, Applications of Biochemistry.

Enzyme, classification, Nomenclature, Factors affecting enzymatic activity, Mechanism of action, Co-enzyme and prosthetic group – role of B vitamins as co-enzymes.

Biological oxidation and Electron Transport Chain (ETC).

Nucleic acids, Purine and Pyrimidine bases, nucleosides and nucleotides – structure and functions.

UNIT II

CARBOHYDRATES

Structure, General reactions of mono, di, tri and oligosaccharides, Interconversion of sugars, Metabolism of carbohydrate, Glucose oxidation through glycolysis, Krebs – TCA cycle, Pentose phosphate cycle, Gluconeogenesis.

UNIT III

PROTEINS

Amino acids – Classification, Chemical properties due to amino and carboxyl groups, Chromatographic separation.

Peptides – Structure and nomenclature, Determination of amino acid sequence.

Proteins – primary, secondary, tertiary structure of proteins, Hydrolysis of proteins, Denaturation, Precipitation, Coagulation, Metabolism of proteins, General pathways of metabolism of amino acids. Deamination, Transamination, Decarboxylation, Urea cycle, Fate of carbon skeleton of amino acids, Protein biosynthesis.

UNIT IV

LIPIDS

Chemical composition of fats, β oxidation of fatty acids, Biosynthesis of fatty acids, Ketogenesis. Cholesterol – biosynthesis and metabolism.

UNIT V

INTERMEDIARY METABOLISM

Interrelationship between carbohydrate, fat and protein metabolism – Hormonal regulation of metabolism.

Inborn errors of metabolism with reference to: Carbohydrate – fructosuria and galactosemia; Protein – Phenyl ketonuria, Alkaptonuria, Aminoaciduria.

PRACTICALS

- Qualitative test for sugars – Glucose, Fructose, Lactose, Maltose, Sucrose
- Quantitative estimation of reducing sugar
- Qualitative test for proteins
- Demonstration experiments
- Estimation of total nitrogen in foods (Micro or MacroKjeldahl methods)
- Lipid extraction by Soxhlet method
- Determination of iodine value

LEARNING OUTCOMES

- At the end of the course, the student will be able to
- Assess the role of enzymes in various metabolic pathways.
- Outline the metabolic pathways of Carbohydrate, Protein and Fats.
- Discuss the role of nucleic acids.
- Evaluate the mechanisms of energy production.
- Integrate the mechanisms involved in anabolism and catabolism of macronutrients.

REFERENCES

- P. Karison, 1975 – Introduction to Modern Biochemistry – Academic Press, New York.
- Shanmugham Ambika, 1985 – Fundamentals of Biochemistry for Medical students – NVA Bharat Printers and Traders 56, Peters Road, Madras – 86.
- Talwar G.P., Sri Vatsava L.N. and Moudgil K.D., 1989 – Textbook of Biochemistry and Human Biology – Prentice Hall of India (P) Ltd., New Delhi – 1.
- Rama Rao A.V.S.S., 1990 – Textbook of Biochemistry, 5th edition – L.K. and Publishers, Visakhapatnam.
- Robert K. Murray et al., 2000 – Harper's Biochemistry, 25th edition – Mc Graw Hill, USA.
- Chatterjea M.N. and Shinde R., 2016 -Textbook of Medical Biochemistry, 8th edition – Jaypee Brothers Medical Publishers (P) Ltd. New Delhi.
- Sathyanarayana U and Chakrapani U, 2016 – Biochemistry, 4th Revised Edition – Elsevier (New Delhi) and Books and Allied (p) Ltd., Kolkata.
- Harbans Lal, 2017 – Essentials of Biochemistry for BSc Nursing Students – CBS Publishers & Distributors Pvt. Ltd., New Delhi.
- David L.N. and Cox M.M., 2017 – Lehninger Principles of Biochemistry, 7th edition – W. H. Freeman & Co Ltd.
- Rodwell W.V. et al., 2018 – Harper's Illustrated Biochemistry, 31st edition – Mc Graw Hill, USA.

TSSEC – ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL I

Credits: 3

Subject Code: TSSEC

Year: II

Semester: III

COURSE OBJECTIVES

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

SYLLABUS

UNIT- I: Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- I I: Non-Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures

3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

LEARNING OUTCOME:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

SEMESTER – IV

LAI4A-சபாதுததமிழ்- இரண்டாமாண்டு- ானகாமபருவம்

PART-1/YEAR-II/SEMESTER-IV

பாடத்திட்டத்தினஅறிமகம்

இரட்சடககாபபியங்கள். இதிகாைகாபபியம், பராணம், கிறித்தவஆகியவற்றிலிருந்தகாபபியம், இஜலாமய காபபியம், சற்றிலக்கியங்களமதரநமதடுக்கப்பட்டபகதிகள் பாடமாகஅசமந்தள்ளன. இந்தஇலக்கியங்களைாரந்த வரலாறுமமமாழிபபயிறசயும்பாடங்களாக இடமமபற்றுள்ளன. பாடத்திட்டத்தினமநாககம்

காபபியங்களமதானறியவரலாற்றுபபினனணிசயயும் வாழகசகக ிறுகசளயும்கற்பதாலகசலஇலக்கியங்களின மவறுபாட்சடஉணரசவத்தல, கற்பசனவளரம் சந்தசனத்திறரம்இலக்கியைஜசவயும்உசடயநண்ட பசனமவகாபபியங்களஇத்தசகயஇலக்கியங்களின மைமூசமசயயும்பலவரகளினதிறசமயும் ைமயஅறகமகாட்பாடுகசளயும்எடுத்தசரபமதஇதன மநாககமாகம்.

காபபியஇலக்கியங்களதமழகத்தக்கமதமழமமாழிக்கம் தமழபணபாட்டிறகமஏற்றவசகயிலஅசமந்தள்ளசமசய வளககிக ிறுதல. சற்றிலக்கியங்களபாடுமபாருளுகமகற்ப பசடககப்பட்டுள்ளசமசயஉணரசவத்தல. இசைவாரந்தஇலக்கியவரலாற்றிசனக ிறுவதம் இப்பாடத்திட்டத்தினமநாக்கமஆகம்.

மமாழிபபயிறசயிலதசறாரகசலைமைாறகசள அறிரகப்படுத்திபபதியகசலைமைாறகசளஉருவாக்க சவத்தல. ஒவமவாருமாணவரகளுமதங்களசந்தசனகசள மவளிமகாணருமவசகயிலசறுகசதபதக்கவசத மபான்றவறசறப்பசடககத் ிண்டுதல. இதமவ இப்பாடத்திட்டத்தினமநாக்கமாகம்.

பாடத்திட்டம்

பகிரவு

| இலக்கியம்

II அசுதை஁ாரநததமழிலக்கியவரலாறு

III மமாழித்திறன

அலகு1

- 1.சலபபதிகாரம்- ஁ரகாணகாசத(ரழுசமயும்)
2. மணிமகசல- பாத்திரமரபுறியகாசத(ரழுசமயும்)

அலகு2

1. ஁வகசநதாமணி- ஏமாங்கதநாட்டுவளம்10 பாடலகள் மட்டும
2. ஁ளாமணி5 பாடலகள்(நாட்டு஁஁ருககம், நகரை஁ருககம், ஁தைருக்கம், - கலயாணை஁ருககம், ஜயமவரை஁ருககம்)

அலகு3

1. கமபராமாயணமககப்படலம்
2. மபரியபராணம்-மமயபமபாருளநாயனாரபராணம்

அலகு4

- 1.஁றாபபராணம்உடுமபமபசயப்படலம்(ரழுசமயும்)
2. மதமபாவணி- வளனைனித்தப்படலம்(ரழுசமயும்)

அலகு5

- 1.யனாட்சயமசமபிளசளத்தமழ- ஁பபாணிபருவம்- 5 பாடலகள்
2. திருககறறாலககறவஞ்ச- மசலவளம்

II இலக்கியவரலாறு

- 1.காப்பியஇலக்கியங்கள்
2. சற்றிலக்கியங்கள்
3. இஸலாமயஇலக்கியவரலாறு
4. கிறித்தவஇலக்கியவரலாறு

III சமாழித்தி஁ன்றிதல

- கசலைமைறகள்
- பசடபப- சறுகசத(அ) பதக்கவசத

பாடத்திட்டத்தினபயன்கள

தனிப்பாடல்களாக இருந்த இலக்கியவசகநண்டமநடிய
மையயுள்களாலமாரியமரபமவறுபாட்சடஉணரசவத்தல. தமழக
காப்பியங்களவாயிலாகப்பழநதமழகத்தினபழசமயான
பசனவுகளபற்றிஅறிதல. மமலுமஅக்காலமக்களினவாழவு, மையம,
அரசயல, பண்பாடுமபான்றசவமதரிநதமகாளளுதல.

பழநதமழகத்தினஇயற்சகைமூலகாலநிசலஆகியவற்சறப
பரிநதமகாளளுதலபராணக்கசதகசளவளக்கமாகத்
மதரிநதமகாளளணடுதல.

பசடப்பகசளைமைநதமாகஉருவாககவதாலஒவமவாரு
மாணவனிசநதசனயுமமனநிசலயுமஉணரதல. மமலும
மாணவர்களமபாட்டித்மதரவுகளிலஇவவலக்கியமைநத
மகளவகளுக்கவசடயளித்தல. ஆகியசவஇப்பாடத்திட்டத்தின
பயன்களஆகம.

பாடநூல

மைனசனப்பலகசலககழகம(University of Madras) அடித்தளப்படிப்ப
பகதி1 தமழறன்றாமமற்றுமநானகாமபருவங்களுக்கரியத.
அசனத்தபபட்டப்படிப்பபிரிவுகளுக்கமஐநதாண்டுஒருங்கரசற
பட்டமமறபடிப்பபிரிவுகளுக்கமமபாதவானத. தாள- 1 – மையயுள
திரட்டு

Foundation Course Part – Tamil – For | & || Semesters Common to all undergraduate course
and Five Year Integrated postgraduate courses. (2021 – 2022 onwards.) *தமழ
இலக்கியவரலாறுமமாழிப்பயிறசReference book * தமழபகதி1
மைனசனப்பலகசலககழகமவடிவசமத்தபாடத்திட்டங்கள்
ஆசகயாலகறிப்பதவநூலஎன்றுதனியாகஇலசல(Reference book not
applicable).

FOUNDATION COURSE IN HINDI
CLE4J-PAPER –IV MODERN POETRY AND INTRODUCTION TO HINDI
LITERATURE
(AADHUNIK KAAL)”

YEAR:II/ SEMESTER – IV

COURSE OBJECTIVES

Objective of the course is to

- Gain awareness about the social, cultural and literary situations during the Aadhunikaal .
- Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
- Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
- Imparting knowledge of Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
- Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
- Influence of British rule on Indian society.

1. Modern Poetry

Prescribed Text Book : Selections in Poetry, University Publications, University of Madras .

Lessons Prescribed :

- 1.Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarthi – (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhunik Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad

3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works
7. Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

REFERENCE BOOKS

- Hindi Sahithya Ka Itihas By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
- Hindi Sahithya Yug Aur Pravritthiya By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6
- Hindi Sahithya ka Sybodh Itihas By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

Asha – (Jayashankar Prasad)

Tum Logon se Door (Nagarjun)

Literary Trends of Chayavaad

UNIT – II

Kavi Aur Kalpana – (Dhramaveer Bhaarathi)

Bharat Ki Aarthi – (Shamsher Bahadur Singh)

Literary Trends of Pragathivaad

UNIT – III

Varadan Mangoonga Nahi (Siva Mangal Singh Suman)

Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

Literary Trends of Nayee Kavita

UNIT –IV

Literary Trends of Hindi Short Stories

Literary trends of Hindi One Act Plays

UNIT- V

Maithili Saran Gupta, Jayashankar Prasad, Nirala,

Mahadevi Varma, Panth, Dinakar, Premchand,

Yashpaal Jainendra Kumar, Mohan Rakesh,

COURSE OUTCOMES

- Analysing the development of Khadiboli Hindi
- Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.
- Knowledge about the literary trends of Aadhunik Kaal.
- Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
- Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
- Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
- Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

UNIVERSITY OF MADRAS FRENCH SYLLABUS WITH EFFECT FROM 2020-2021

CLK4W-PAPER IV-FRENCH IV-TRANSLATION, COMPREHENSION AND GRAMMAR-I

YEAR:II/ SEMESTER – IV

COURSE OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

PRESCRIBED TEXTBOOK

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

GRAMMAR COMPONENTS

Le passé simple

Temps du passé – Emplois (le passé composé,l'imparfait,le passé simple,le plus-que-parfait)

L'expression de la cause

L'expression de la conséquence

L'expression du but

L'expression de la concession

L'expression de la condition et de l'hypothèse

OUTCOME

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

RECOMMEND TEXT – not applicable

LZ14B-PART II ENGLISH-LANGUAGE THROUGH LITERATURE II

YEAR:II/ SEMESTER – IV

COURSE OBJECTIVES

- To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression
- To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
- To stimulate interest in acquiring twenty-first century skills
- To engage in self assessment activities for self- development

Unit	Theme	Lessons	Writing Skills
Unit I : History Makers	Vision Mission	My Experience with ALS by Stephen Hawking Vikram Sarabhai by Hariprasad	Gathering details and information – Brainstorming Listing events and experiences Creating mind maps Pre-writing, Writing and Rewriting/Revising Autobiographies and memoirs Biographies
Unit II : Self-help Essays	Introspection Discover	Attitude by Margaret Atwood Creativity by Edward de Bono	Journal writing Travel writing Preparing checklists and itineraries Writing about social events, festivals, sports Writing about nature and the environment
Unit III : Contemporary Writing from India	Futuristic Perspectives	The Future of jobs by Amitabh Kant Ambassadors of Culture and Arts by Sudha Murthy	Critical and analytical writing Analyzing media reports Writing opinions Writing film reviews Writing appraisals

Unit IV : Regional Indian Literature in Translation	Wisdom	<u>Poems</u> Those who have lost the Nectar by O N V Kurup Translated from Malayalam by S. Velayudhan	Translation Writing acrostic poems Critique/culture study Analysing short stories Writing outlines and short stories Rewriting/expanding stories
	Introspection	Some People Laugh, Some People Cry by Sri Srinivasa Rao Translated from Telugu by V. Narayana Rao and A. K. Ramanujam	Writing stories based on pictures
	Sovereign nation	New Delhi 1985 by Namdeo Dhasal	
	Absolute Truth	Translated from Marathi by Dilip Chitre	
	Friendship	<u>Short Stories</u> The Rogue by Atulananda Goswami Translated from Assamese by the author The Holy Panchayat by Premchand Translated from Hindi by Reshme Sehgal	
Unit V : Fiction	Globalization Social Justice	<i>The White Tiger</i> by Aravind Adiga	Creative writing Critical writing

LEARNING OUTCOMES

- After completing the course, the students will be able to improve the ability to gather ideas and information to collaborate and write with clarity and ease
- Attempt different kinds of writing
- Prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
- Critique and analyze various information and write opinions, reviews and appraisals
- Acquire basic skills of translation
- Express understanding of topics/characters/ideas by writing an acrostic poem
- Analyze and critique the unity and diversity in Indian cultures
- Write outlines and stories based on text and picture-based hints
- Rewrite and expand the plot of a story
- Acquire a sensibility to the social and economic divisions that prevail and its consequences
- Enhance the skills of creative and critical thinking that will help them form opinions, make decisions and seek solutions

CORE PAPER VII- DIET THERAPY

Time/Hrs: Theory: 6 Hrs

Credits: 4

Subject Code:SL24A

Year: II

Semester: IV

COURSE OBJECTIVES

- Obtain knowledge on the role of diet in disease conditions.
- Gain experience in planning, preparing and serving therapeutic diets.
- Understand the role of dietitian in the hospital and community

UNIT I

Principles of diet therapy -Routine Hospital diets- Pre and Post operative diets.

Special feeding methods- Tube feeding and Total Parenteral Nutrition.

Metabolic changes in Fevers- Modification of Diet in Typhoid and Tuberculosis.

Diet in Burns and HIV.

Nutrition Care process-Definition and steps- Nutrition assessment, Nutritional diagnosis, Nutritional intervention, Nutrition monitoring and evaluation.

Roles and Responsibilities of Dietitian- Indian Dietetic Association- Registered Dietitian.

UNIT II

Pathophysiology, nutritional implications, Etiology and modification of diet in Gastrointestinal diseases (a) Peptic ulcer (b) Diarrhoea (c) Constipation (d) Malabsorption syndrome (e) Gluten enteropathy (f) Lactose intolerance.

Pathophysiology, nutritional implications, Etiology and modification of diet in Hepatitis, Cirrhosis, Hepatic coma and Wilson's disease.

Pathophysiology, nutritional implications, Etiology and modification of diet in Cholecystitis and Cholelithiasis.

UNIT III

Pathophysiology, Etiology, nutritional implications and modification of diet in Obesity

Etiology , nutritional implications and modification of diet in PCOS, Hypothyroidism and Underweight.

Diabetes Mellitus- Prevalence, types, symptoms, metabolic changes, Diagnosis, Treatment, Complications.

Nutrition management of pancreatitis.

UNIT IV

Etiology and modification of diet in Hypertension.

Prevalence, Pathophysiology, nutritional implications, risk factors and modification of diet in Atherosclerosis.

Prevalence, risk factors and modification of diet in Cancer- Nutritional modification of cancer therapy.

Role of antioxidants in the prevention of degenerative diseases.

UNIT V

Etiology, symptoms and modification of diet in Nephritis, Nephrotic syndrome, Acute renal failure and Chronic renal failure- Dialysis.

Etiology and Modification of diet in Urinary calculi and Gout.

LEARNING OUTCOMES

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

- Apply biological, biochemical and physiologic scientific principles to nutrition practice.
- Apply nutrition concepts to evaluate and improve the nutritional health of individuals and medical conditions.
- Demonstrate an understanding of the importance of incorporating healthy eating guidelines into dietary practices.
- Assess the risk factors of diseases and educate people to follow healthy guidelines to prevent the incidence of non-communicable diseases.

REFERENCES

- Gordon M. Wardlaw, Paul M.Insel,Perspectives in nutrition third edition, Mosby yearbook, Inc.St.Louis, Missouri,2015
- Krause, M.V. and Hunesher, M.A., Food, Nutrition and Diet Therapy, 14th Edition, W.B. Saunders Company, Philadelphia, London, 2013.
- Maurice Edward Shils, Moshe. Shike Modern Nutrition in Health and Diseases 10th edition 2006.
- Eleanor Ross Whitney & Sharon Rady Rolfes, Understanding nutrition, 9th edition, Wadsworth Group, 2002
- B.Srilakshmi, Dietetics, 8th edition, New Age International Publishers, 2019.
- Garrow, etal, Human Nutrition and Dietetics, 10th edition, Churchill Livingston, 2000
- Joshi Y K, Basics of Clinical Nutrition, 2nd edition, JP Medical publishers Pvt Ltd, 2008
- Sylvia Escott-Stump, Nutrition and Diagnosis related care, 7th edition, Jones and Barlett Publishers, 2008

WEB RESOURCES

- American Dietetic Association- www.eatright.org
- American Diabetes Association- www.diabetes.org
- American Heart Association- www.american.org
- World Health Organisation- www.who.org/nut

CORE PAPER VIII – NUTRITION AND DIETETICS PRACTICALS

Time/Hrs: Practicals: 6 Hrs

Credits: 4

Subject Code:SL241

Year: II

Semester: IV

COURSE OBJECTIVES

- 1.To gain skill in qualitative tests and quantitative estimation of nutrients.
- 2.To enable the students to understand the modifications in nutrients and dietary requirements for the therapeutic condition and dietary management of different diseases.

NUTRITION PRACTICALS

1. Qualitative tests for minerals
2. Quantitative estimation of calcium
3. Quantitative estimation of phosphorus
4. Quantitative estimation of vitamin C
5. Quantitative estimation of iron

DEMONSTRATION EXPERIMENTS

- Qualitative tests for vitamin A
- Quantitative estimation of carotene

DIETETICS PRACTICALS

I. Planning and preparing diet for the following conditions:

1. Clear fluid, full fluid and soft diet
2. Typhoid and Tuberculosis
3. Peptic ulcer, Diarrhoea and Constipation
4. Hepatitis and Cirrhosis
5. Obesity and Underweight
6. Type 1 and Type 2 Diabetes Mellitus
7. Hypertension and Atherosclerosis
8. Nephritis and Nephrotic syndrome

II. Planning and preparation of five suitable recipes for:

1. Cholelithiasis
2. Urinary calculi

III. Dietary Internship for 1 month in a hospital.

LEARNING OUTCOMES

At the end of the course, the student will be able to

- 1.Acquire scientific information and develop laboratory skills in the field of food analysis.
2. Develop an understanding of the different analytical instruments.
3. Know the difference between qualitative and quantitative analytical tests in foods.
4. Understand the application of the principles of nutrition in basic dietetics.
5. Develop the ability to plan and prepare diets for therapeutic conditions.
6. Apply knowledge of nutrition and health assessment and interpretation in comprehensive patient management.

TEXT BOOKS

1. Varley, H., Gowenlak, A.H. and Hill, M. Practical Clinical Biochemistry, William Itinmaon Medical Books, London, 2010.
2. Oser, B.L., Harke's Physiological Chemistry XIV Edition Tata McGraw Hill Publishing Company Ltd., Bombay, 2011
3. Srilakshmi, B., Dietetics, Eighth edition, New Age International (P) Ltd., New Delhi, 2019.
- 4.Indian food composition tables, National Institute of Nutrition,2017.
- 5.Recommended dietary allowance for Indians,2010, National Institute of Nutrition(ICMR), HYDERABAD.

REFERENCE BOOKS

1. Sadasivam, S. And Manickam, A. Biochemical Method, Second Edition,New Age International P. Ltd., Publishers, New Delhi, 2013.
2. Raghuramulu, N., Madhavannair, K. And Kalyana Sundaram, National Institute of Nutrition, 2013, A Manual of Laboratory Techniques, Hyderabad, 50000

ALLIED PAPER IV – PRINCIPLES OF INTERIOR DECORATION

Time/Hrs: Theory: 6 Hrs

Credits: 5

Subject Code: SL34A

Year: II

Semester: IV

COURSE OBJECTIVES

1. To enable students to understand the basic principles of Art and Design.
2. To inculcate a sense of aesthetics to help students design interiors of various establishments.

UNIT I

Art in daily living – Importance of good taste, objective of interior design. Design – elements of design – line, shape, size, space, texture, pattern, colour and light, Types and Characteristics of design, Principles of design – Harmony, Balance Rhythm, Proportion, Emphasis.

UNIT II

Colour – Qualities of colour – Hue, value and intensity, color aspects, Prang color wheel, Colour harmony, developing colour schemes for different rooms.

UNIT III

Furniture and Furnishings – selection and arrangement of furniture in different rooms. Different types of furnishing materials – Factors considered in their selection. Floor coverings, curtains and draperies, Window treatment.

UNIT IV

Accessories – Selection, Use and Care of accessories, Types – traditional and modern – art objects – pictures, flower arrangement – Types, use and care – Flower arrangement for different rooms. Indoor plants – use and care. Lighting – Importance of lighting – Principles and types of Lighting – Lighting needs for various activities

UNIT V

Organisation of the housekeeping department in an institution – House keeping staff – their duties and responsibilities – Management of House keeping department – Selection and handling of personnel, training of staff – Distribution of jobs and job chart – Safety, health and welfare of staff – Inter-departmental Co-operation, Qualification and personal qualities of a house keeper.

PRACTICALS

Evaluation of design, Preparation of Colour Chart and various colour schemes, Arranging various areas applying all the art principles.

LEARNING OUTCOME

- At the end of the course, the student will be able to
- Create understanding of the basic art principles.
- Apply color harmony in interiors.
- Select, use and care for Furniture, Furnishings and Accessories.
- Understand the basic Principles of House Keeping.
- Trained for career options in interiors and housekeeping.

REFERENCE BOOKS

- Commercial Housekeeping and Maintenance by – Stanley Thornes (1984).
- Hotel, Hostel and Hospital House Keeping by John C. Bronson and Margaret Lennox 2003.
- Housekeeping and Front office – by Jones (2009).
- Steapat, D.D., Introduction to Home Furnishing, The Mac Millan Co, New York.(1987)
- Pratap R.M , Interior design principles and practice, Standard Publishers Distribution, Delhi (2014)
- Faulkner, S., and Faulkner. R, Inside Today's Home, Rinehart Publishing Company, New York. (1975).
- Anna.H.Rutt ; Home furnishing, John Wiley Eastern Pvt Ltd, New York (1963)
- John.F.P, Color in Interior Design, Mc Graw Hill company, New York. (1997)
- Jan orcharchd , Lighting for a beautiful home, Dune Style Publishing Ltd., USA.(1993)
- Stawart and Sally.W, The complete home decorator, Annes Publishers Ltd, NewYork (2004)

TSSD – ESSENTIALS OF SPOKEN & PRESENTATION SKILL - LEVEL II

Credits: 3

Subject Code: TSSD

Year: II

Semester: IV

COURSE OBJECTIVES

The main objectives of this course are

- To help the students understand the role of kinesics and other paralinguistic elements in enriching their presentation skills
- To improve their skills in teamwork and group discussions
- To equip them with skills needed to face interviews and make effective presentations

SYLLABUS UNIT 1

Body Language – Kinesics

Proxemics Para linguistic

Chronemics

Nuances of Speech Delivery

Personality Development: Building self-esteem

UNIT II

Team work and participating in group discussions

Team building and team work

Team briefing

Role of Team leader

Conflict resolution

Methodology of Group discussions Role

Functions in Group Discussion Types of Non-

functional behaviour Improving group

performance Participating in Mock group

discussions

UNIT III

Interviews

Types of Interviews Preparing

for interviews Facing

interviews Reviewing

performance

Participating in mock interviews

UNIT IV

Business Presentations

Preparing successful presentations

Thinking about audience

Making effective use of visual aid

Delivering presentation

Using prompts

Dealing with questions and interruptions

Mock presentations

LEARNING OUTCOME

- After completing this course the students would have
- Learnt the importance of paralinguistic elements in enhancing their presentation
- Learnt to work as a team, conduct and participate in group discussions
- Face interviews and face presentations effectively.

ENVIRONMENTAL STUDIES

Subject Code: ENV4B

Year: II Semester: IV

COURSE OBJECTIVES

- To sensitize students towards environmental concerns, issues, and impacts of climate change and related mitigation strategies.
- To create and disseminate knowledge to the students about environmental problems at local, regional and global scale.

Unit 1

Introduction to Environmental Studies Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

Unit 2

Ecosystem (2 lectures) What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3

Natural Resources: Renewable and Non-renewable Resources (6 lectures) Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state) Energy resources: Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4

Biodiversity and Conservation (8 lectures) Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots India as a Levels of biological diversity: genetics, species and ecosystem diversity. Mega-biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5

Environmental Pollution (8 lectures) Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste Pollution case studies.

Unit 6

Environmental Policies & Practices (8 lectures) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture Environment

Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act, Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7

Human Communities and the Environment (7 lectures) Human population growth, impacts on environment, human health and welfare Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8

Field Work (6 lectures) Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural Industrial/ Agricultural Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystem pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

SEMESTER V

CORE PAPER –IX: HUMAN DEVELOPMENT

Time/Hrs: Theory: 4 Hrs, Practical:2 Hrs

Credits: 4

Subject Code:

Year: III

Semester: V

COURSE OBJECTIVES

To enable students to

1. Understand development aspects - physical and motor, cognitive, emotional, Language, Moral, creative - from conception to old age so that they can be guided effectively.
2. Develop a scientific attitude and knowledge towards the behavior patterns of an individual and various factors influencing them.

UNIT I

GROWTH AND DEVELOPMENT

Meaning and importance of growth and development – principles governing growth and development – developmental tasks of different stages.

UNIT II

INFANCY AND BABYHOOD (0 – 2 YEARS)

- a) Characteristics, Physical, Social and Emotional Development, Cognitive and Language Development.
- b) Effect of stimulation, care of infants – feeding, toilet training, bathing, clothing, sleeping and immunization.

UNIT III

A. EARLY CHILDHOOD PERIOD (2 – 6 YEARS)

- a) Characteristics, physical, social, emotional, cognitive and language development.
- b) Nursery school - Types of preschool, aims and objectives, building equipment, curriculum program and personnel. Home-school relationship, records and registers.

B. LATE CHILDHOOD PERIOD (6 – 12 YEARS)

Characteristics, physical, social, emotional, cognitive, language and moral development.

UNIT IV

ADOLESCENCE (12 – 18 YEARS)

- a) Characteristics, Physical and psychological changes, emotional, moral and social development.

- b) Problems of Adolescence.

UNIT V

ADULTHOOD (18 – 60 YEARS)

Characteristics and developmental task, physical, social and emotional development, cognitive and vocational development.

OLDAGE (60 YEARS AND ABOVE)

- a) Characteristics, physical, social, emotional and cognitive development.
- b) Problems of the aged.

PRACTICALS

- a) Preparation of case study.
- b) Methods of child study. Observation of various developments – physical, motor, social, emotional and intellectual of a particular Child.
- c) A study on the leadership qualities of adolescents.
- d) A survey on the qualities preferred in a life partner.
- e) Survey on problems of old age.

LEARNING OUTCOMES

On completion of this course, successful students will

1. Understand the principles of development and developmental stages of the human lifespan.
2. Establish an understanding of the physical and motor, emotional, social, cognitive, language and moral development of all the stages of human life.
3. Know the significance of preschool education.
4. Gain knowledge on the transition of human beings from birth till maturity.
5. Be prepared to enter the threshold of adulthood.
6. Become aware about the problems and role of the elderly in the society.

REFERENCES

1. Elizabeth B. Hurlock. Child Development. Pub. 2017 McGraw-Hill PVT.LTD.
2. Laura E. Berk. Child development 7th edition. Pub. 2007. Prentice – Hall of India PVT.LTD.
3. Alison Clarke Stewart, et al. Child Development. Pub. 1985 John Wiley & Sons.
4. Rajammal P. Devdas, Jaya N. Textbook of Child development. Pub. 1991 Macmillan India Limited.
5. Dr. Sushila Srivatsav, Dr. K. Sudha Rani. Textbook of Human development, Pub. 2014 S. Chand & Co. PVT.LTD

6. Suriakanti A. Child development. Pub. 1991 Kavitha Publications
7. Stephany Feeney.et.al. Continuing issues in childhood education, Pub. 2009 Pearson
8. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>

CORE PAPER –X: FOOD SERVICE MANAGEMENT I

Time/Hrs: Theory: 4 Hrs, Practical:2 Hrs

Credits: 4

Subject Code:

Year: III

Semester: V

COURSE OBJECTIVES

a) To enable the students to develop skills in organizing and managing Food Service Institution and to gain knowledge about the food service and responsibilities of each.

UNIT I

INTRODUCTION TO THE CATERING INDUSTRY

Definition of catering and food service management - Characteristics and scope of catering industry - History, growth and development of catering industry in India. Types of food service establishments – Commercial – general and restricted market - types of restaurants, classification of hotels and transport catering- railways, ship catering, airline and space catering. Non-commercial / welfare establishments - hospitals, industries, schools, colleges, religious places and care houses. Miscellaneous - outdoor catering, contract catering and franchising. Food delivery apps - essential features, advantages and drawbacks.

UNIT II

FOOD PURCHASE, RECEIVING AND STORAGE

Definition of food purchase - Definition and types of markets - The purchasing process - Different methods of purchasing - Principles of purchasing. Function of receiving - Receiving process and procedure - Standard receiving practice and inspection of food supplies. Food storage – types - Dry storage - features of a dry storage - Wet storage - refrigerated storage, chilled storage and freezer storage - Ideal temperatures, operating procedure and guidelines. Storage records to be maintained.

UNIT III

QUANTITY FOOD PRODUCTION

Food production systems. Menu – definition, functions, advantages and types - Menu format and features of a good menu card - Menu construction and compilation – definition and factors to be considered. Recipe standardisation- definition, objectives, process (factor method of recipe adjustment) and components of a standardised recipe - Recipe file. Portion control- definition, need and aids to control portion size. Leftover food control. Production planning control.

UNIT IV

FOOD AND BEVERAGE SERVICE

Styles of food and beverage services - Table service - Assisted service - Self-service - Single point service - In-situ service. Cover- definition and dimensions. Mise-en-scene and mise-en-place for commercial restaurants. Table setting for formal and informal occasions

UNIT V

SAFETY AND SANITATION

Accidents - causes and prevention - 3'E's of safety procedure- Engineering, Education and Enforcement. Hygiene and sanitation- environmental hygiene - Hygiene food handling- principles of food hygiene - Sanitary procedures while preparing, holding, servicing and displaying of food. Personnel hygiene. Pest control and waste management. HACCP and FSSAI.

PRACTICALS

- I. Mise-en-scene and Mise-en-place - Table setting and service- formal and informal. Folding of Napkins – Laying of tablecloth, tablemats – Arrangement of cover and table appointment according to the menu – serving food at the table - clearing of the table.
- II. Demonstration of the various food service styles – English, French, Russian and American table service, self-service and buffet service.
- III. Standardization of any 4 recipes from South, North, East and West Indian cuisines - Calculation of nutritive value, cost per serving – size of serving.
- IV. Quantity Cookery: Organizing, preparing and serving of a lunch menu comprising of the previously standardised recipes for 50 members.

LEARNING OUTCOMES

On completion of the course the students will be able to

1. Analyse the difference between the different types of food service establishments and their current trends.
2. Figure out the efficient methods and procedures of quantity food purchase and storage.
3. Develop skills in menu planning, recipe standardisation and effective portion control.
4. Assess the different styles of service and identify the skills required for competent service.
5. Evaluate food safety and sanitation to maintain a safe and sanitary work environment.

REFERENCES

1. Dhawan, V. (2017) *Food and beverage service*. Chennai: Frank bros & co.
2. Seal, P.P. (2015) *Computers in hotels: Concepts and applications*. New Delhi: Oxford university press.
3. West & Wood (2000) *Food service in institutions*. New York : Wiley Eastern limited.
4. Sethi, M & Malhan, S. (2011) *Catering management – An integrated approach*. New Delhi: New age international publishers.
5. Cousins, J & Lillicrap, D & Weekes, S (2014) *Food and beverage service*. Hodder education.
6. Suganthi, V. & Premakumari. C (2017) *Textbook on Food service management*. Chennai : Dipti publishers.
7. Arora, K (2008). *Theory of cooking*. Frank bros & co.
8. Palacio, J.P & Theis, M (2011). *Food service management : principles and practices. Food hygiene and sanitation*. Pearsons publishers.
9. Sudhir Andrews (2008). *Textbook of Food and Beverage Management*. McGraw Hill Company Ltd., New Delhi.
10. Singaravelan, R (2013). *Food and Beverage service*. Oxford university Press. New Delhi.
11. Ravi Aggarwal (2010) *Essential of Food and Beverage Service*. Subline publication, New Delhi.
12. Roday, S (2011) *Food hygiene and sanitation*. Tata McGraw hills.

CORE PAPER –XI: FOOD PRESERVATION

Time/Hrs: Theory: 4 Hrs, Practical:2 Hrs

Credits: 4

Subject Code:

Year: III

Semester: V

COURSE OBJECTIVES

To enable students:

- To understand the need for Food Preservation
- To learn the principles and the methods of preservation of commonly available foods.

Theory

UNIT I

General Principles of food preservation- Importance and scope of food preservation- Principles and methods of food preservation.

UNIT II

Preservation by food additives- Preservatives, Antioxidant, stabilizers, emulsifying Agents, flavouring agents.

UNIT III

Preservation by use of low Temperatures- chilling, Freezing and Refrigeration.
Preservation by drying- Sun drying- Drying by mechanical dryers- Freeze drying.

UNIT IV

Preservation of foods by salting- Pickling
Preservation of foods as sugar concentrates
Preservation of fruit beverages- Squash, Crush, Cordial, Fruit Juice Concentrates.

UNIT V

Packaging and labeling-Types of packaging materials-advantages and disadvantages- Importance of labeling, types and nutritional information.

PRACTICALS

- Survey of preserved foods available in the market.
- Preparation of pickles, sugar concentrates, squash, crush, fruit concentrates, jams, jelly etc.

LEARNING OUTCOMES

At the end of the course, the student will be able to

1. Outline the methods needed to preserve foods.
2. Develop skills in the preparation of pickles, jams and jellies.
3. Learn the importance of safe packaging.
4. Identify ingredients used in food products by learning to read Food labels.
5. Identify the correct technique for preservation.

REFERENCES

- 1.Sivasankar, B.,(2002), Food processing and preservation, Prentice Hall of India (p) Ltd, New Delhi.
- 2.Manay, N.S and Shadaksharaswamy (1997), Food Facts and Principles, Wiley Eastern Ltd, New Delhi.
- 3.Norman Potter, (1987), Food Science, 3rd ed. CBS Publishers & Distributors, New Delhi.

CORE PAPER –XII: SPORTS NUTRITION

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Credits: 4

Subject Code:

Year: III

Semester: V

COURSE OBJECTIVES

- To find out the sources of energy for muscle and force generation.
- To learn about the importance of nutrition in sports personnel
- to know about the ergogenic aids and supplements available in the market

COURSE CONTENT

UNIT I

Physical Fitness- Definition, Factors affecting physical fitness, Components of fitness, Fitness testing methods.

Physical Activity- Types of physical activity, Determinants of physical activity, Benefits of physical activity.

Exercise- Classification of exercise, specific exercise for strengthening various health benefits.

Yoga and its benefits in Health and Disease.

UNIT II

Skeletal muscle, Types of muscle contraction, Types of muscle fiber, Factors determining muscular strength, Muscular fatigue, adaptation of skeletal muscles to Exercise training.

Sources of energy for muscle force generation- energy pathways- regulation of energy metabolism-metabolic response to exercise-factors influencing choice of fuels-Components of energy expenditure- energy balance.

UNIT III

Role of carbohydrates before, during and after exercise- carbohydrate loading

Protein requirements for exercise- Health risks with excessive protein intake

Fat as a fuel during exercise

Water- thermoregulation and exercise in the heat- effect of exercise on exercise performance- heat illness- Fluid guidelines before, during and after exercise, Overhydration

Micronutrients- essential function of vitamins and minerals for athletes- role of antioxidants

UNIT IV

Body composition analysis-importance of body composition, different techniques- normative value for comparison

Weight management- Ideal body weight composition- making weight and weight loss strategies, Relative energy Deficit (RED)

Eating disorders- Types, prevalence, risk factors, effect on sports performance, treatment and prevention

UNIT V

Pre event and post event meals- preparing for competition, dealing with cramps, stitch, GI stress, electrolyte balance

Eating for anaerobic power- aerobic power- timing of meals and snacks-Recovery food

Food for power sports, endurance sports, combined power

Nutrition for special population- Travelling athlete, Child athlete, ageing athlete, Diabetic athlete, Vegetarian athlete and Disabled athlete

Overview of supplements and sports foods- Use of performance enhancing substances among athletes- Anabolic steroids-Sports foods (cereal bar, sports drinks, carbohydrate gels, Liquid meal replacements, Vitamins)- Different types of protein supplements, creatine, glutamine, BCAA, HMB, caffeine, glycerol, bicarbonate, citrate

WADA- Anti doping rules and regulations

PRACTICALS

1. Body fat analysis- learn to use skin fold calipers, Bio electrical impedance analysis technique, Observe DEXA analysis
2. Measurement of blood pressure, heart rate, calculate METs, VO2 max
3. Learn to take whole body measurements using a measuring tape
4. Observe fitness testing methods to measure cardiovascular fitness, core strength, muscular endurance, power, flexibility, agility, stability, strength, speed
5. Planning diets for strength sports, endurance sports, racquet sports, team games
6. Planning diets for competition, recovery (case studies)
7. Market survey on sports supplements available in the market
8. Guest lecture by a Sports nutritionist, fitness trainer, sports physician or physiotherapist on career opportunities

LEARNING OUTCOMES

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

- Demonstrate an understanding of the basic principles associated with sports nutrition.
- Use sports supplements judiciously to enhance sports performance.
- Identify particular dietary trends or eating behaviours to suit the individual athlete.
- Develop an understanding of the importance of incorporating healthy eating guidelines to select the right foods and supplements for specific sports, activities and health conditions.
- Apply a working knowledge of nutrition and food components and the beneficial or deleterious effects of food on the human body with particular emphasis on sporting performance and lifestyle.

REFERENCES

1. Jordan P (Ed), Fitness Theory and Practice- The comprehensive Resource for fitness Instructors, Sherman Oahs, California, 1997.
2. Crossley.J., Personal Training and Practice, Hodder Arnold, London, 2009.
3. Glenhill .A. Mulligan C., Saffery G, Sutton .J & Taylor .R., Sports and Exercise Sciences, Mc Lanie Gray & Felicity Kendall, Heinemann, Oxford, 2007.
4. Macedinio M.A, Dunford M, The Athlete's Guide to making weight- Optimal weight for Optimal performance, Human kinetics, 2009.
5. Singh V & Bhadana OP, Physical Fitness and Training, Sports Publication, New Delhi, 2010.
6. Wadsworth A., Cardiovascular Training for Fitness, Anness Publishing Limited, 2010.
7. Lal Priti Rishi, Nutritional recommendations for sports persons- A Review, J. Indian Dietetic Association, 31, 2006.
8. Bean Anita, The Complete Guide to Sports Nutrition, A7C Black Publishers Limited, London, 2009.
9. Position of the American Dietetic association, Dietitians of Canada and the American College of Sports medicine: Nutrition and Athletic Performance, J Am diet Assc.,

109, 2009.

10. B Srilakshmi, V Suganthi, C Kalaivani Ashok, Exercise Physiology and Sports Nutrition, New Age International publishers, 2017.

WEB RESOURCES

- American College of Sports Medicine- www.acsm.org
- Centre for disease control and prevention- www.cdc.gov/ncdphp/ndpa
- Sports, cardiovascular and wellness Nutrition Dietetics Practice group- www.scandpg.org
- Exercise Physiology www.ncbi.nlm.nih.gov/PubMed/

ELECTIVE – I: FUNDAMENTALS OF TEXTILES AND CLOTHING

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Credits: 5

Subject Code:

Year: III

Semester: V

COURSE OBJECTIVES

To help the students to

- 1.) Study the Science of Textiles and use this knowledge in wise buying.
- 2.) Understand the techniques of Yarn Construction, weaving
- 3.) Learning different types of fabric printing and dyeing methods
- 4.) Developing fabric painting skills
- 5.) Learn the techniques involved in Garment Construction and to improve the embroidery skills

UNIT I

Fiber Study

- (a.) Fibers-Definition, Classification and properties common to Protein, Cellulose, Mineral and Thermoplastic Fibers.
- (b.) Manufacture, uses and properties of Cotton, Jute, Wool, Silk, Viscose Rayon, Nylon, Terylene and Acrylic.

UNIT II

Yarn Processing

- (a.) Definition of yarn, Steps involved in processing Cotton yarn
- (b.) Classification of Yarns based on direction of Twist, Count-Simple and Novelty yarn

UNIT III

Weaving and Fabric finishes

- (a.) Fabric- Definition, Parts of Hand Loom, Basic Weaving operation
- (b.) Study of Basic Weaves (plain, Twill and satin)
- (c.) Purpose and uses of various finishes- singeing, scouring, bleaching, tentering, calendering, sizing, desizing, weighting, napping, sanforizing, mercerization.

UNIT IV

Fabric Dyeing and Printing

- (a.) Methods of Dyeing-Stock, Top, Yarn and Piece dyeing
- (b.) Styles of Printing- Direct, Discharge and Resist method
- (c.) Methods of Printing- Hand Method- Batik, Tie and Dye, Block, Screen Printing.
- (d.) Method of transferring design, types of brushes used for Fabric painting and techniques- simple filling, out line, Stencil, Finger, splatter.

UNIT V

Techniques of Clothing Construction

- (a.) Parts of Sewing Machine, Selection, Use and Care of Sewing Machine and Sewing Tools.
- (b.) Seams and Seam Finishes
- (c.) Methods of introducing Fullness into a Fabric- Darts, Tucks, Pleats and Gathers.

(d.) Definition of Embroidery, Methods of transferring design for Embroidery, Method (Hand and Machine Embroidery).

PRACTICALS

1.) Sewing Process

(a.) Hand Stitches-Temporary and Permanent

(b.) Seams and Seam Finishes

(c.) Fullness- Darts, Tucks, Pleats and Gathers

(d.) Decorative Stitches (outline, filling, interlace, knot and loop stitches)

(e.) Fabric painting- simple filling, out line, Stencil, Finger, splatter.

2.) Garment Construction

(a.) Construction of Apron and Cloth Bag

LEARNING OUTCOMES

At the end of the course, the students will be

- Able to identify difference between the different types of fabrics for selection of appropriate fabrics.
- Analyze and understand the kind of woven fabric based on texture, design and appearance.
- Utilize and analyse different types of fabric finishes.
- Identify the different skills of painting and dyeing on fabrics.
- Create and develop the different skills of fabric painting techniques.
- Learn to operate and repair sewing machines.
- Learn different embroidery stitches.
- Learn the skills for basic construction of garments.

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2. Joseph, M.L., (1977). Introductory Textiles Science, Rinehart and Winston New York. 3rd Edition
3. Potter and Corbman, (1985). Fiber to Fabric. Mc. Graw Hill book Co. New York.
4. Harry Mathews-Practical Clothing Construction Part-I and Part-II, Cosmic press (1966)
5. Allyne Bane, "Creative Sewing", Mc .Graw and Hill book Company (1980)
6. Marry Mathews- Practical Clothing Construction-Part-I, Basic Sewing processes. (1974) Bhattarams Reprographics (p) Ltd. Chennai-41.
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8. Encyclopedia of Machine Embroidery BY Val Holmes.
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10. Sara J.Kadolph (2009), Textiles Dorling Kindersley India Pvt Ltd, New Delhi.
11. Deepali Rastogi and Sheetal Chopra, Textile Science (2017), Orient Black swan Pvt Ltd, Yash Printographics, Noida.

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<https://www.toyota-industries.com/products/textile/india.html>.
<https://en.m.wikipedia.org/wiki/sewing-machine>
<https://en.m.wikipedia.org/wiki/Textile-manufacturing>.

<https://www.sara.com/10-printing-and-dyeing-techniques-from-india>

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PART-IV VALUE EDUCATION

Year: III/Semester: V

COURSE OBJECTIVES

- Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality.
- Knowledge of the values are inculcated through education.
- It contributes to forming true human being, who are able to face life and make it meaningful

UNIT I

Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind andIntellectual level – Duties and responsibilities.

UNIT II

Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self-esteem and self-confidence, punctuality – Time, task and resource management – Problem solving and decision making skills –Interpersonal and Intrapersonal relationship – Teamwork – Positive and creative thinking.

UNIT III

Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr. A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV

Environment and Ecological balance – interdependence of all beings – living and non- living. The binding of man and nature – Environment conservation and enrichment.

UNIT V

Social Evils – Corruption, Cyber-crime, Terrorism – Alcoholism, Drug addiction – Dowry –Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

REFERENCE BOOKS

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi,2003.

2. Chakravathy, S.K: Values and ethics for Organizations: Theory and Practice, OxfordUniversity Press, New Delhi, 1999.

3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi,1991

SEMESTER VI

CORE PAPER – XIII: PRINCIPLES OF RESOURCE MANAGEMENT

Time/Hrs: Theory: 6 Hrs

Year: III

Credits: 4

Semester: VI

Subject Code:

COURSE OBJECTIVES

To enable the students to

1. Understand the concepts, principles and significance of resource management.
2. Apply the principles in the management of resources.
3. Acquire knowledge in work simplification

UNIT I

Concept of Resource Management- Definition, Management Process - Planning, Controlling, Evaluating. Qualities of a Good Manager.

UNIT II

Managerial Inputs - Values, Goals, Standards and Resources - Meaning and classification, optimizing the use of family resources, Factors affecting the use of resources. Decision making

- Meaning and its importance, Types of decisions, Decision making process, Methods of resolving conflicts.

UNIT III

Time Management- Time plans, Tools in time management- Time norms, Peak loads, Work Curves and rest periods, Time management process - Planning - Steps in making time plans - Controlling the planning action - Evaluation.

UNIT IV

Energy Management - The efforts required in home-making activities, Energy requirements for household activities, Fatigue-concepts, Types - Physiological and Psychological fatigue and Managerial process applied to energy. Work Simplification - Definition, Importance, Techniques - Process chart, Operation chart, Multiman chart and cycle graph techniques - Mundel's Classes of change - Planning efficient work areas-kitchen.

UNIT V

Money Management - Family Income - Types, sources and methods of augmenting family income. Family Expenditure - Budget - Meaning - Types of budgets, Planning a budget for a family of a fixed income, Hotel / Restaurant, advantages of budgeting, Factors affecting family budget, Engel's law of consumption, methods of handling money - Family financial records, Savings- importance and types.

PRACTICALS

Identification of managerial activities performed at home.

1. Identification of personal and family values and goals.
2. Time expenditure pattern of selected groups.
3. Techniques to study work simplification.
4. Kitchen planning and storage - convenient work heights - types.
5. Formulation of budgets for family and for a department

6. LEARNING OUTCOMES

The student will be able to

1. Identify the resources and factors influencing the use of resources.
2. Understand use of tools in time management in day to day life.
3. Apply work simplification techniques while planning work.
4. Develop skills to draw a budget within the available income and to maintain accounts.
5. Manage efficiently the available resources during residence stay.

REFERENCES

1. Rao, P.S., and Rao, V.S.P., (1997) Personnel Human Resource Management. New Delhi, Konark Publishers Pvt., Ltd.
2. Aswathappa, K. (1997) Human Resource and Personnel Management. New Delhi, Tata Mc Graw Hill Publishing Company
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4. Salyadain, M.S., (1999) Human Resource Management. New Delhi, Tata Mc Graw Hill Publishing Company Limited.
5. Deacon, R., and Fire Baugh, (1981) Family Resource Management, U.S.A.
6. Varghese M.A, Ogale N.N, Srinivasan.K, Home Management
7. Gross& Crandall, Management in Modern Families(1963)
8. Premavathy Seetharaman, Sonia Batra, Preeti Mehra, An Introduction to Family Resource Management(April 6, 2019)
9. Nickell Dorsey, Management and Family Living(June 1, 1976)

WEB LINKS

- <http://www.yourarticlelibrary.com/decision-making/decision-making-in-management-definition-and-features-explained/25657/>
- <http://www.familyresourcemanagement.org/services/goals/>
- <http://www.familyresourcemanagement.org/services/standards/>
- [http://www.nios.ac.in/media/documents/sechmscicour/english/home%20science%20\(eng\)%20ch-15.pdf](http://www.nios.ac.in/media/documents/sechmscicour/english/home%20science%20(eng)%20ch-15.pdf)

CORE PAPER –XIV: FOOD SERVICE MANAGEMENT II

Time/Hrs: Theory: 6 Hrs

Credits: 4

Subject Code:

Year: III

Semester: VI

COURSE OBJECTIVES

- a) To enable the students to develop skills in organizing and managing Food Service institution and to gain knowledge about the food service and responsibilities of each.
- b) To understand the applications of basic principles to bulk production of the food

UNIT I

CATERING EQUIPMENT

Definition of catering equipment – Classification – Factors affecting the selection of equipment- Electrical and non - electrical equipment used in the various work areas of food service establishments – Receiving, Storage – Dry storage – Refrigerated storage – different types of refrigeration units. Production / kitchen – Cooking equipment – Processing equipment – Cookware – Hand tools. Food Service equipment – Furniture – Linen – Crockery – Tableware – Glassware – Miscellaneous and Disposables. Dishwashing – Waste disposal. Base materials and Insulating materials used in the manufacture of equipment.

UNIT II

LAYOUT

Definition of layout – Features of a good layout – Drawbacks of a poor layout. Space allocation and arrangement of the work areas for different types of establishments – Receiving area – Storage area – Kitchen – shapes/ designs of kitchen space – Service area – Dishwashing area. Physical facilities – Lighting and ventilation – types and requirements for various work areas. Sample layout plans for – coffee shop, school/ college canteen, industrial unit, hospital, restaurant and hotel.

UNIT III

ORGANISATION AND MANAGEMENT

Definition – Concept of management – Principles, functions and tools of management. Organisation – definition, theories and types of organisation – formal and informal. Authority and responsibility – centralisation and decentralisation. Staffing process – manpower planning – recruitment – selection – orientation and placement – training – types and process – employee remuneration – performance appraisal – promotions, demotions, transfer and separation. Communication – process, methods and barriers. Leadership – styles and qualities of leader. Basics of employee supervision. Motivation – types and theories – Maslow's hierarchy of needs, Herzberg's two factor theory and theory 'X' & Theory 'Y'.

UNIT IV

FINANCIAL MANAGEMENT

Pricing – Definition- factors affecting pricing – pricing policy and strategy – methods of pricing – formal and informal. Costing – components of cost – behaviour of costs – cost control – food, labour and overhead cost control. Cost calculations – breakeven and contribution. Budget –

definition, types, need and steps in budgeting – budgetary control. Financial accounting – definition and principles - Book keeping – definition – types – single and double entry – features, advantages and disadvantages. Books of account – Journal and ledger-format, features, advantages and differences. Trial balance and balance sheet.

UNIT V

APPLICATIONS OF COMPUTERS IN CATERING

Computers In Catering: Components of a computer system – basic computer organisation and classification. Departments of a hotel and their functions – Use of property management system

– computerised reservation – account management and food and beverage management. PMS used in hotels – OPERA, MICROS, IDS & SHAWMAN. Advertising and marketing-definition, need and types – Digital marketing.

PRACTICALS

1. A visit to a well organised food service institution – hotel, college, industry, restaurant, hospital, hostel.
2. Study of the layout, physical facilities and equipment used.
3. Market survey on the current trends and designs in catering equipment.
4. Documentation of inputs from a successful food service entrepreneur.

LEARNING OUTCOMES

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

1. Examine the use and operation of the various catering equipment
2. Analyse the concepts of space allocation and arrangements and sketch sample layouts of food service units.
3. Develop managerial skills.
4. Identify, assess and apply costing techniques.
5. Develop entrepreneurial abilities and learn technical skills for computer operations.

REFERENCES

1. Dhawan, V. (2017) *Food and beverage service*. Chennai: Frank bros & co.
2. Seal, P.P. (2015) *Computers in hotels: Concepts and applications*. New Delhi: Oxford university press.
3. West & Wood (2000) *Food service in institutions*. New York : Wiley eastern limited.
4. Sethi, M & Malhan, S. (2011) *Catering management – An integrated approach*. New Delhi: New age international publishers.
5. Cousins, J & Lillicrap, D & Weekes, S (2014) *Food and beverage service*. Hodder education.
6. Suganthi, V. & Premakumari. C (2017) *Textbook on Food service management*. Chennai : Dipti publishers.
7. Palacio, J.P & Theis, M (2011). *Food service management : principles and practices. Food hygiene and sanitation*, Pearsons publishers.
8. Sudhir Andrews (2008). *Textbook of Food and Beverage Management*. McGraw Hill Company Ltd., New Delhi.

CORE PAPER XV- COMMUNITY NUTRITION

Time/Hrs: Theory: 4 Hrs, Practical: 2 Hrs

Credits: 4

Subject Code:

Year: III

Semester: VI

COURSE OBJECTIVES

- 1.To enable students to understand the importance of nutrition in national progress and the significance of assessment of nutritional statuses.
- 2.To recognize the solutions to overcome problems of malnutrition in the community and the role of national and international agencies in this area.
- 3.Understand the concept of public health Nutrition
- 4.Gain knowledge on food and nutritional security, epidemiology in public health
- 5.Develop skills to assess nutritional status of the community

THEORY

UNIT I

Nutrition and National Development, Ecology of Malnutrition, Strategies To Overcome Malnutrition a)Role of nutrition in national development; Consequences of malnutrition; Ecological factors leading to malnutrition; Measures to overcome malnutrition.

b)Prevalence of common nutritional problems- PEM, Vitamin A Deficiency Diseases, Nutritional Anaemia, Iodine Deficiency Disorders and Fluorosis.

UNIT II

Methods of assessment of nutritional status

Direct assessment – Introduction• ABCD method

Anthropometric Method:- Introduction • Definition • objectives• methods • advantages • disadvantages

Biochemical Method:- Introduction • Definition •objectives • methods • advantages •disadvantages

Clinical Method:- Introduction • Definition •objectives• methods • advantages •disadvantages

Dietary Method:- Introduction • Definition • objectives• methods • advantages •disadvantages

Biophysical or Radiological Method:- Introduction • Definition • objectives• methods • advantages •disadvantages

Functional assessment:- Introduction • Definition • objectives• methods • advantages •disadvantages

Indirect assessment–

Food balance sheet:- Introduction • Definition • objectives • methods • advantages •disadvantages

Ecological parameters:- Introduction • Definition •objectives • methods • advantages

- disadvantages

Vital statistics:- Introduction • Definition • objectives • methods • advantages

- disadvantages

UNIT III

Nutrition Intervention programmes

a) National Program and policies related to nutrition:-

- Nutritional Programs in India

Vitamin A Deficiency program :- introduction • target group • objectives • activities-

National vitamin-A prophylaxis programme

National Iodine deficiency disorders control program (NIDDCP) :- introduction • target group • objectives • activities.

National Nutritional Anaemia prophylaxis programme: introduction • target group • objectives • activities.

SLP:- introduction • target group • objectives • activities

Mid-day Meal program :- introduction • target group • objectives • activities

Integrated child development scheme :- introduction • target group • objectives • services

National Nutrition Policy.

b) Food Fortification:- definition • methods • advantages • disadvantages

c) Nutrition education- definition, process and Methods of imparting nutrition education and their advantages and disadvantages.

d) Breastfeeding and weaning practices- Review

UNIT IV

National and International agencies in community nutrition- Introduction, mission, vision, objectives, functions and policies of FAO, WHO, UNICEF, ICAR, ICMR, NIN, CFTRI, NetProFaN, Eat Right Movement, Fit India Movement.

UNIT V

Nutrition and infection-relationship, immunization and its importance.

PRACTICALS

1. Assessment of Nutritional status

a) Anthropometric Measurement - Height, weight, Mid - upper arm circumference, chest and head circumference for children.

b) Estimation of food and nutrient intake - 24 hours dietary recall, food frequency questionnaire

2. Breast Feeding and Weaning Practices of Specific Groups.

3. Nutrition education

a) Plan a nutrition education program for a community

b) Conduct a nutrition exhibition program using audio and visual aids for a community.

c) Prepare short videos for social media

d) Learn about nutrition content writing

Field Visits To –

Observe The Working of Nutrition Programmes.

Hospitals To Observe Nutritional Deficiencies.

LEARNING OUTCOMES

At the end of the course, the student will be able to

1. Identify malnutrition related problems in a community.
2. Learn assessment techniques for studying nutritional problems.
3. Undertake epidemiological studies in the community.
4. Develop different types of visual aids suitable for conducting community nutrition programmes.
5. Gain insight into role of different policies and programs aimed at preventing nutrition related problems in the country.

REFERENCES-TEXTBOOKS

1. Suryatapa Das (2018), Textbook of Community Nutrition, Academic Publishers, Third Edition.
2. Prabha Bisht (2017), Community Nutrition in India, Star Publications
3. Anjana Agarwal and Shoba.A.Udipi (2014). Textbook Of Human Nutrition, Jaypee Brothers Medical publishers LTD.
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5. Swaminathan M (2007), Essentials of Food and Nutrition. An Advanced Textbook Vol. I, The Bangalore Printing and Publishing Co. Ltd, Bangalore.
6. Srilakshmi, B., Nutrition Science, New Age International (P) Ltd., New Delhi, 2017.

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1. Park. A.(2019), Park's Textbook of Preventive and Social Medicine 25th Edition M/S Banarasidas, Bharath Publishers, 1167, Prem Nagar, Jabalpur, 428001(India).
2. Mathur. J.S, Preventive and Social Medicine: A Comprehensive Textbook with Special Focus on Nepal, CBS; 1st edition (2008)
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5. www.nin.res.in
6. www.motherchildnutrition.org
7. www.nnmbindia.org
8. www.ijmr.org.in
9. www.ncbi.nlm.nih.org
10. www.nutritionvalue.org

ELECTIVE PAPER – II: ENTREPRENEURSHIP DEVELOPMENT

Time/Hrs: Theory: 6 Hrs

Credits: 5

Subject Code:

Year: III

Semester: VI

COURSE OBJECTIVES

To enable the students

- 1.To understand the concept of entrepreneurship
2. To know the world of entrepreneurs
3. To understand and cultivate entrepreneurial values, attitude, qualities and Desires.
4. To sow the seed of entrepreneurship in fertile minds

UNIT I

Entrepreneur - Definition of Entrepreneur and Entrepreneurship, Need of entrepreneurship, Characteristics and qualities of an entrepreneur, functions of an Entrepreneur, Types of Entrepreneurs.

UNIT II

Small enterprises - Definition, characteristics, Relationship between small and large Units. Role of Small enterprises in economic development, and problems of small scale industries. Subsidies and incentives.

UNIT III

Project report- Meaning, Significance, Elements of Project formulation, planning, commission, guidelines for project report. Formulation of project report.

UNIT IV

Institutional Finance to Entrepreneurs - Commercial Banks, Other Financial Institutions- SIDBI, SISI, SIPCOT, IFCI, ICICI, IRBI, DIC and SFCs. Steps to start an enterprise.

UNIT V

Marketing Management - Concept of Marketing, Functions of marketing, Market Assessment and segmentation. Marketing Mix. Distribution channels, Sales promotion Branding, Labeling and Packaging.

LEARNING OUTCOME

The student will be able to

1. Understand the Concept of entrepreneur and entrepreneurship with its characteristics, functions and types.
2. Evaluate the Role of small enterprises in economic development and problems.
3. Understand the Concept of Selection, significance, content, identification of project and can be able to create project report.
4. Remember the financial institutions offering finance to entrepreneurs.
5. Understand the concepts of marketing management and marketing mix.

REFERENCES

1. Bolton, B. and Thompson, J (2001). Entrepreneurs: Talent, Temperament, Technique, Replika Press Private Ltd, Delhi, 110 040, India.
2. Taneja, S. and Gupta, S.L. (1992). Entrepreneurship Development, New Venture Creation, Galgotia Publishing Company, New Delhi.
3. Hisrich, R.D. and Peters, M.P, (1995). Entrepreneurship: Starting, Developing and Managing a New Enterprise, Richard, D. USA, Irwin, INC.
4. Desai, V. (1991, 97, 99, Vol I & II,) Entrepreneurial Development, Himalaya Publishing House. Mumbai.
5. Vasant Desai, (2006), Small-Scale Industries and Entrepreneurship, Himalaya publishing house, Mumbai.
6. S.S.Khanka, S. Chand, (2001), Entrepreneurial Development, New Delhi.
7. Botswana, (1992) - Arable Lands Development Project, 076-BT% R076BTBE, Interim Evaluation.

WEB LINKS

- https://www.google.co.in/?gfe_rd=cr&ei=xpQ8VoC7MsSl8wfb9bD4CA#q=entrepreneurship+meaning
- <http://www.b-u.ac.in/download/careertools/Entrepreneurship.pdf>
- <http://www.worldtechgossips.com/2013/02/entrepreneurial-development.html>
- https://www.google.co.in/search?q=entrepreneurship+development+programme+notes&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ved=0CDwQsARqFQoTCOq__sjh-8gCFUUVlAodtLQP6g&dpr=1
- http://www.ifad.org/evaluation/public_html/eksyst/doc/lle/pf/1124suse.htm
- <http://www.adirondackdailyenterprise.com/page/blogs.detail/display/1428/Incentives-versus-Subsidies.html>

ELECTIVE PAPER – III: FAMILY MANAGEMENT AND COUNSELLING

Time/Hrs: Theory: 6 Hrs

Year: III

Credits: 5

Semester: VI

Subject Code:

COURSE OBJECTIVES

To enable the students to:

1. Understand the developmental tasks during adulthood till old age.
2. Impart knowledge on pregnancy and prenatal Development
3. Create awareness on children with disabilities.

UNIT I

MARRIAGE

- a. Definition, functions of marriage, motives of marriage, preparation of marriage.
- b. Adjustments in marriage – adjustments towards mate, sex, finance, society and in-laws.

UNIT II

PREGNANCY AND PRENATAL DEVELOPMENT

- a. Conception, test-tube baby, periods of prenatal development, factors affecting prenatal development, prenatal care.
- b. Management of normal pregnancy – hygiene, diet and medical supervision. Common discomforts and hazards during pregnancy. Birth process – signs of labour, stages of labour, types of birth, birth injuries.
- c. Post-natal care – normal puerperium, prevention of gynaecological complications. Adjustments of newborn to temperature, breathing, feeding and elimination.

UNIT III

FAMILY

- a. Types of family – Indian, traditional and modern. Critical family situations and its impacts on children.
- b. Family life cycle – stages – beginning family, expanding family, contracting family; adjustment in different stages.
- c. Small family norms – government policies, advantages; limitations; contraceptive methods.
- d. Styles of parenting; Parental attitudes and its influence on their children.

UNIT IV

DIFFERENTLY ABLED

- (i) Gifted children – Definition, classification, causes, education and rehabilitation.
- (ii) Mentally retarded - Definition, classification, causes, education and rehabilitation.
- (iii) Visually handicapped - Definition, causes, education and rehabilitation.

- (iv) Orthopaedically challenged - Definition, causes, education and rehabilitation.
- (v) Hearing impaired - Definition, causes, education and rehabilitation.
- (vi) Learning disability - Definition, causes, education and rehabilitation.

UNIT V

GUIDANCE AND COUNSELLING

Definition, Principles of counselling; Techniques of counselling; Role of a counsellor; Qualities of a counsellor; Types of counselling and Areas of guidance and counselling.

LEARNING OUTCOMES

On completion of this course, successful students will

1. Gain competence to lead a successful marital life.
2. Develop an understanding about the prenatal development and postnatal care.
3. Attain knowledge in life-span human development and family science based on the most current research and theory.
4. Acquire knowledge about the differently abled.
5. Have the ability to plan and evaluate the interpersonal skills and intervention strategies to enhance an effective relationship through proper guidance and counselling.

REFERENCES

1. John W. Santrock. Lifespan Development. 13th edition Pub. 2012 Tata McGraw- Hill Pvt Ltd.
2. Prof. Chaube S. P. Developmental psychology. Pub. 2011 Neelkamal Publications
3. Carol K. Sigelmon. et al. Human development. Pub 2009 Wadsworth, Engage Learning
4. Rajammal P. Devdas, Jaya N. Textbook of child development. Pub. 1991 Macmillan India Limited
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7. Jasmeet Sandhu, Marriage and Family in India: Trends and Emerging Challenges Pub. 2016 Jaipur : Rawat Publications
8. Dash M. Education of exceptional children. Pub. 2012 Atlantic publishers and Distributors Pvt Ltd.
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INTERNAL ASSESSMENT PROCEDURE

- For all Language, Major, Allied, Elective, Value Education, EVS and Non Major Elective the assessment procedure is **25% of Internals** (conducted by college) and **75% of Externals** (University Examination).
- The assessment procedure for Practicals is **40% of Internals** (conducted by college) and **60% of Externals** (University Examination).
- For professional English and Soft Skills the assessment procedure is **50% of Internals** (conducted by college) and **50% of Externals** (University Examination).

CIA ASSESSMENT SPLIT UP (INTERNALS)

Assessment Procedure	Rubrics (Parameter)	Marks
Assignment	Creativity, relevance to the topic	5
Seminar	Communication skills, way of presentation	5
Internal Test	Students performance in the written test	5
Model Exam	Students performance in the written test	5
Attendance	Above 95%-5; 84-94%-4; 75-84%-3; 65-74%-2; Less than 65%-1	5
	Total	25

Suganthi V

Signature of the HOD



R. Shanki

Signature of the Principal

PRINCIPAL
ANNA ADARSH COLLEGE FOR WOMEN,
ANNA NAGAR, CHENNAI-600 040.

ANNA ADARSH COLLEGE FOR WOMEN
DEPARTMENT OF COMPUTER SCIENCE – SHIFT I
PROGRAMME: M.Sc. COMPUTER SCIENCE

LIST OF STAFF MEMBERS

S.No	Name	Designation	Degree
1	Dr.Hannah Vijaykumar	Associate Professor	M.C.A., M.Phil., Ph.D
2	Ms. A.Lakshmi	Associate Professor	M.C.A., M.Phil., SET
3	Ms. A.P.Tharani	Associate Professor	M.Sc., M.Phil
4	Dr.A.Parameswari	Associate Professor	M.Sc., M.Phil, SET., Ph.D
5	Ms.M.Revathy Meenal	Associate Professor	M.C.A., M.Phil
6	Dr.K.Maheswari	Assistant Professor	M.C.A., M.Phil., Ph.D
7	Dr.P.Pakutharivu	Assistant Professor	M.Sc., M.Phil., Ph.D
8	Ms.K.Unnamalai	Assistant Professor	M.Sc., M. Phil
9	Ms.K.Sumathi	Assistant Professor	M.Sc., M.Phil., SET
10	Ms.S.Radha	Assistant Professor	M.C.A., M.Phil
11	Ms.S.Ranjana	Assistant Professor	M.Sc., M.Phil., SET
12	Ms.S.Mahalakshmi	Assistant Professor	M.Sc., M.Phil., SET
13	Ms.M.Anita Rajkumar	Assistant Professor	M.C.A., M.Phil
14	Dr.D.Sasirekha	Assistant Professor	M.Sc., M.Phil., Ph.D

Program Outcome

1. To possess advanced knowledge of Computing, Mathematical basics for contemporary Computing Specialization and Knowledge of defined problem domain.
2. To apply acquired knowledge of the domain in investigating the software design, from design of experiments, analysis of data to provision of valid conclusions.
3. To possess the skill and acumen for innovative research and be aware of publishing their work in reputed journals.
4. To possess the ability to communicate scientific facts effectively in both verbal and written form to the society.
5. To possess the ability to understand the impact of IT solutions in a global and societal context.

FIRST SEMESTER

Course components	Name of Course	Credits	Exam Duration	Max.Marks	
				CI A	UE
Core -1	Advanced Data Structure and Algorithms	4	3	25	75
Core -2	Advanced PYTHON Programming	4	3	25	75
Core -3	Artificial Intelligence	4	3	25	75
Core -4	Practical - 1: Data Structure and Algorithms Lab	2	3	40	60
Core -5	Practical - 2: Advanced PYTHON Programming Lab	2	3	40	60
Extra Disciplinary Elective-I	Theory of Computation	4	3	25	75
SoftSkill-1		2	3		

SECOND SEMESTER

Course components	Name of Course	Credits	Exam Duration	Max. Marks	
				CI A	UE
Core -6	Machine Learning	4	3	25	75
Core -7	Advanced Networks	4	3	25	75
Core -8	Practical - 3: Machine Learning Lab	4	3	25	75
Elective – I	Cloud Computing	3	3	25	75
Elective - II	Digital Image Processing	3	3	25	75
Core -9	Practical - 4: Digital Image Processing Lab (Elective II based Lab)	2	3	40	60
Extra Disciplinary	Principles of Compiler Design	3	3	25	75
SoftSkill-2		2	3	40	60
Internship	4 to 6 weeks of Internship during summer vacation of I year				

THIRD SEMESTER

Course components	Name of Course	Credits	Exam Duration	Max. Marks	
				CIA	UE
Core-10	Principles of Compiler Design	4	3	25	75
Core-11	Information Security	4	3	25	75
Core-12	Artificial intelligence	4	3	25	75
Elective	Elective –II	4	3	25	75
Elective	Elective – III	4	3	25	75
Core-13	Practical – V: Mini Project	2	3	40	60
SoftSkill-4		2	3	40	60
Internship	During summer vacation 4 to 6 weeks of I Year	2			100

Elective - I

Mobile Computing OR Computer Simulation and Modelling OR Computer Graphics

Elective - II

Big data Analytics OR Cryptography OR Distributed Database Systems

Elective - III

Multimedia Systems OR E-Commerce OR Cloud Computing

FOURTH SEMESTER

Course components	Name of Course	Credits	Exam Duration	Max. Marks	
				CIA	UE
Core-14	Project & Viva-Voce	20	-	20	60+20

SEMESTER	Subject title	subject code	Credit
I	CORE I-ADVANCED DATA STRUCTURE AND ALGORITHMS	CS21A	4

Course Objectives:

- Define the basic concepts of algorithms and analyze the performance of algorithms.
- Discuss various algorithm design techniques for developing algorithms.
- Discuss various searching, sorting and graph traversal algorithms.
- Understand NP completeness and identify different NP complete problems.
- Discuss various advanced topics on algorithms.

SYLLABUS :

UNIT I: Introduction: Algorithm, Pseudo code for expressing algorithms, Performance Analysis-Space complexity, Time complexity, Asymptotic Notation- Big oh notation, Omega notation, Theta notation and Little oh notation, Probabilistic analysis, Amortized analysis.

UNIT II: Insertion and deletion and merging with 1) binary search tree, 2) AVL tree, 3) Red Black tree, 4) B tree, 5) B+ tree and Comparison of previous tree structures . Fibonacci Heap, Fibonacci Heap Operations: Find minimum, merge, insert, extract minimum, decrease key and delete, Complexity analysis of the above data structure operations.

UNIT III: Representations of Graphs, Minimum Spanning Trees: Growing a Minimum Spanning Tree – Kruskal and Prim- Single-Source Shortest Paths: The Bellman-Ford algorithm – Single-Source Shortest paths in Directed Acyclic Graphs – Dijkstra 's Algorithm, Divide and conquer: General method, applications - Quick sort, Merge sort, Strassen's matrix multiplication, External Sort: External merge sort, K-Way Merge sorting UNIT IV: Greedy method: General method, applications-Job sequencing with deadlines, 0/1, knapsack problem, Huffman Codes, Dynamic Programming: General method, applications-Matrix chain multiplication, 0/1 knapsack problem, Traveling salespersonproblem, Reliability design.

UNIT V: Backtracking: General method, applications-n-queen problem, sum of subsets problem, graph coloring, Hamiltonian cycles. Branch and Bound: General method, applications - Traveling salesperson problem, 0/1 knapsack problem- LC Branch and Bound solution, FIFO Branch and Bound solution. NP-Hard and NP-Complete problems

Recommended Texts:

1. Peter Brass; Advanced Data Structures; CAMBRIDGE UNIVERSITYPRESS;2008
2. S. Dasgupta, C. Papadimitrou, U Vazirani; Algorithms; Mc Graw Hill;2022
3. J. Klienbergr and E. Tardos, Algorithm Design, Pearson Education Limited;2013

Reference Books:

1. Sartaj Sahni, Data Structures Algorithms and Applications in C++, 2nd Edition, Universities Press, 2007.
2. Ellis Horowitz, Sartaj Sahni, Rajasekharan, Fundamentals of Algorithms, 2nd Edition, Universities Press, 2009.
3. Aho V Alfred, Hapcroft E John, Ullman D Jeffry, Data Structures and Algorithms, Pearson Education, 2001.
4. Adam Drozdek, Thomson, Data Structures and Algorithms in JAVA, 3rd Edition, Cengage Learning, 2008.
5. Horowitz, Sahni, Mehta, Fundamentals of Data Structures in C++, 2nd Edition, Universities Press, 2007.

Web References:

1. <https://nptel.ac.in/courses/106102064>

COURSE OUTCOMES:

- Analyze programming problem statements.
- Comprehend and select algorithm design approaches in a problem specific manner.
- Choose appropriate data structures for a specific problem
- Utilize necessary mathematical abstractions to solve problems
- Come up with analysis of efficiency and proofs of correctness

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	M	S	M	S	S	S	L	M
CO 2	S	L	S	M	S	L	M	M	S	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	M	M	S	L	S	M	S	S	S

S-Strong

M-Medium

L-Low

SEMESTER I	Subject title	subject code	Credit
	CORE II- ADVANCED PYTHON PROGRAMMING	CS21B	4

Course Objectives:

- To Provide advanced programming knowledge in python environment
- To Make interactive Python programs.
- To develop GUI based applications
- To utilise libraries and APIs for rapid application development
- To use python as an analytical tool for different mathematical models

SYLLABUS

UNIT I: Object Oriented Python – Class, Objects. member types (public. Private, protected) self ,_init method ,method overloading. Inheritance, method overriding, Polymorphism, Encapsulation, Assertion, Decorators, Generators, Iterators.

UNIT II: Threading in Python: Thread ,Starting a Thread, Daemon Threads, join() a Thread, Working With Many Threads, Using a Thread Pool Executor, Race Conditions, Basic Synchronization Using Lock, Deadlock, Producer-Consumer Threading, Producer-Consumer Using Lock, Producer-Consumer Using Queue, Threading Objects, Semaphore, Timer

UNIT III: Database programming using Python: Connecting to a database (sqlite, mysql) using Python, Sending DML and DDL queries and processing the result from a Python Program. Network programming using Python: An introduction to client-server programming, Basics of TCP and UDP protocols, Introduction to socket programming, Building an HTTP client and server

UNIT IV: GUI in Python: Introduction to GUI building libraries, Widgets: Button - Canvas - Check button -Entry - Frame -Label – List box – Menu button - Menu - Message –Radio button - Scale - Scrollbar - Text – Top level – Spin box- Paned Window – Label Frame – Message Box Basic image processing using Python: Introduction to digital image processing, Basic operations on an image: Crop - Scale - Rotate - Flip - Changing contrast, brightness and color - Edge detection, blur, sharpening

UNIT V: Basic numerical processing using Python: Introduction to numpy , Creation of vectors and matrices, Matrix manipulation Basic data analysis using Python: Introduction to Pandas ,Pandas data structures – Series and DataFrame , Data wrangling using pandas : Loading a dataset into a dataframe- Selecting Columns from a dataframe - Selecting Rows from a dataframe - Adding new data in a dataframe - Deleting data from a dataframe Basic data visualization using : Introduction to Matplotlib, Scatter plot , Line plot, Bar chart , Histogram , Box plot.

Recommended Texts:

1. John Hunt; Advanced Guide to Python 3 Programming; Springer Nature Switzerland AG; 2019

Reference Books:

1. Eric Matthes, Python Crash Course: A Hands-On, Project-Based Introduction to Programming, 2nd Edition, No starch Press, 2019.
2. Mark Lutz; Learning Python, 5th Edition; O'Reilly Media, 2013
3. Mark Lutz, “Programming Python”, 4th edition, O'Reilly Media, 2010.

Web References:

- 1 <https://realpython.com/tutorials/advanced/>

Course Outcomes:

- Be able to program decorators, closures, lambda, iterators and generators comprehensions with in OOP.
- Learn modern data structures to include collections, array, and queues
- Use platform independent file manipulation, file pattern matching using CSV, HTML, XML, JASON
- Be able to set up a client-server program and also multiprocessing applications.
- Be able to use python as an analytical and presentation tool

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	M	S	M	S	S	S	L	M
CO 2	S	L	S	M	S	L	M	M	S	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	M	M	S	L	S	M	S	S	S

S-Strong M-Medium L-Low

SEMESTER I	Subject title	subject code	Credit
	CORE III- ARTIFICIAL INTELLIGENCE	CS21C	4

Course Objectives:

- To impart knowledge about Artificial Intelligence.
- To give understanding of the main abstractions and reasoning for intelligent systems.
- To enable the students to understand the basic principles of Artificial Intelligence in various applications.
- To identify the scope of Artificial Intelligence in real life applications
- To enable decoding of human thinking process and find the ways of making the machine decide intelligently in lieu of number crunching

SYLLABUS

Unit- I: AI problems, foundation of AI and history of AI intelligent agents: Agents and Environments, the concept of rationality, the nature of environments, structure of agents, problem solving agents, problem formulation.

Unit -II Searching- Searching for solutions, uniformed search strategies – Breadth first search, depth first Search. Search with partial information (Heuristic search) Hill climbing, A*, AO* Algorithms, Problem reduction, Game Playing- adversarial search, Games, mini-max algorithm, optimal decisions in multiplayer games, Problem in Game playing, Alpha-Beta pruning, Evaluation functions.

Unit -III Knowledge representation issues, predicate logic- logic programming, semantic nets- frames and inheritance, constraint propagation, representing knowledge using rules, rules-based deduction systems. Reasoning under uncertainty, review of probability, Baye's probabilistic interferences and dumpster Shafer theory.

Unit - IV First order logic. Inference in first order logic, propositional vs. first order inference, unification & lifts forward chaining, Backward chaining, Resolution, learning from observation Inductive learning, Decision trees, Explanation based learning, Statistical Learning methods, Reinforcement Learning.

Unit - V Expert systems:- Introduction, basic concepts, structure of expert systems, the human element in expert systems how expert systems works, problem areas addressed by expert systems, expert systems success factors, types of expert systems, expert systems and the internet interacts web, knowledge engineering, scope of knowledge, difficulties, in knowledge acquisition methods of knowledge acquisition, machine learning, intelligent agents, selecting an appropriate knowledge acquisition method, societal impacts reasoning in artificial intelligence, inference with rules, with frames: model based reasoning, case based reasoning, explanation & meta knowledge inference with uncertainty representing uncertainty.

Recommended Texts:

1. Elaine Rich, Kevin Knight and Shivshankar Nair; Artificial Intelligence ; McGraw Hill; Third Edition;2017
2. S. Russel and P. Norvig, “Artificial Intelligence – A Modern Approach”, Third Edition, Pearson Education;2010.

Reference Books:

1. David Poole, Alan Mackworth, Randy Goebel, ”Computational Intelligence : a logical approach”, Oxford University Press, 1998.
2. G. Luger, “Artificial Intelligence: Structures and Strategies for complex problem solving”, Fourth Edition, Pearson Education,2001.
3. J. Nilsson, “Artificial Intelligence: A new Synthesis”, Elsevier Publishers,1998.
4. Dan W. Patterson, Introduction to Artificial Intelligence and Expert Systems by Pearson Education, 1995

Web References:

1. <https://artint.info/index.html>

Course Outcomes:

- Solve basic AI based problems.
- Define the concept of Artificial Intelligence.
- Apply AI techniques to real-world problems to develop intelligent systems.
- Select appropriately from a range of techniques when implementing intelligent systems.
- Possess the basic knowledge of different machine learning techniques.

Mapping with Programmers outcomes*

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	M	L	S	L	L
CO2	S	M	S	M	S	S	M	L	M	L
CO3	M	S	S	S	M	S	L	M	L	M
CO4	S	L	M	M	S	L	L	M	M	S
CO5	S	S	M	S	L	M	M	L	M	L

S-Strong

M-Medium

L-Low

SEMESTER I	Subject title	subject code	Credit
	CORE-IV-PRACTICAL-1: DATA STRUCTURE AND ALGORITHMS LAB	CS211	4

Course Objectives:

- To provide the foundations of the practical implementation and usage of Algorithms and Data Structures.
- To ensure that the student evolves into a competent programmer capable of designing and analyzing implementations of algorithms and data structures for different kinds of problems.
- To expose the student to the algorithm analysis techniques,
- To make the students understand the theory of reductions, and to the classification of problems.
- To make the students to be sure of complexity classes like NP.

Implement the following using Java

1. Write a program to perform the following operations on a heterogeneous singly linked list. i) Creation ii) Insertion iii) Deletion iv) Traversal.
2. Write a program to perform the following operations on a heterogeneous doubly linked list. i) Creation ii) Insertion iii) Deletion iv) Traversal in both ways
3. Write a program that implements using java generic class, the stack (its operations)
4. Write a program that implements using java generic class, the queue (its operations)
5. Write a program that implements the Quick sort method.
6. Write a program that implement the Merge sort method.
7. Write a program that implement the SHELL sort method.
8. Write a program to perform the following: i) Creating a Binary Tree of integers ii) Traversing the above binary tree in preorder, inorder and postorder.
9. Write a program to perform the following: i) Creating a AVL Tree ii) insertion iii)deletion iv) Traversing the above AVL tree in preorder, inorder and postorder.
10. Write a program that uses functions to perform the following: i) Creating a SplayTree ii) traverse
11. Write a program to perform the following: i) Creating a B-Tree of integers ii) insertion iii)deletion
12. Write a program that implements Kruskal's algorithm using a disjoint set data structure. The program takes as input a file (data.txt), in which each line either represents

13. vertex or an edge. For the edge lines, the first integer on that line representing the starting vertex, the second the ending vertex, and the third the weight of the edge. Use this file to construct, line by line, the graph upon which Kruskal's algorithm will be run (do NOT hardcode this graph!).

14. Write a program to simulate various graph traversing algorithms.

15. Write a program to find the minimal spanning tree of a graph using the Prim's algorithm.

16. Write a program to find shortest path using Bellman Ford's Algorithm

Recommended Texts:

1. Mark Allen Weiss, Data Structures and Algorithm Analysis in C++:Pearson Education; 4th Edition,

Reference Books:

1. Sartaj Sahni, Data Structures Algorithms and Applications in C++, 2nd Edition, Universities Press, 2007.
2. Ellis Horowitz, Sartaj Sahni, Rajasekharan, Fundamentals of Algorithms, 2nd Edition, Universities Press, 2009.
3. Aho V Alfred, Hapcroft E John, Ullman D Jeffry, Data Structures and Algorithms, 1st Edition, Pearson Education, 2002.
4. Adam Drozdek, Thomson, Data Structures and Algorithms in JAVA, 3rd Edition, Cengage Learning, 2008.
5. Horowitz, Sahni, Mehta, Fundamentals of Data Structures in C++, 2nd Edition, Universities Press, 2007.

Web References:

1. <https://nptel.ac.in/courses/10610204>

Course Outcomes:

- Design and analyze programming problem statements.
- Choose appropriate data structures and algorithms, understand the ADT/libraries, and use it to design algorithms for a specific problem.
- Be familiar with programming language constructs available for rapid application development,
- Understand the necessary programmatic abstraction to solve problems.
- Gain the capacity to solve real life problems by matching to the available algorithms.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	M	S	M	S	L	S	L	M
CO 2	S	L	S	M	S	L	M	M	S	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	M	M	S	L	S	M	S	L	S

S-Strong

M-Medium

L-Low

SEMESTER I	Subject title	subject code	Credit
	CORE-V: PRACTICAL-2: ADVANCED PYTHON PROGRAMMING LAB	CS212	4

Course Objectives:

- Design, implement and test readable, efficient programs that take advantage of Python built-in capabilities and follow Python best practices.
- Understand implementation differences and performance tradeoffs associated with various Python data structures.
- Develop Python applications using the modules and packages available in the Python standard library.
- Develop Python applications using third party libraries.
- Design, implement and test Python programs that include a graphical user interface, data analysis and visualization, web data extraction and web applications.

1) Exception

- Write a python program to catch following exception i) Value Error ii) Index Error iii) Name Error iv) Type Error v) DivideZero Error
- Write a python program to create user defined exceptions.
- Write a python program to understand the use of else and finally block with try block.
- Write a python program that uses raise and exception class to throw an exception.

2) Numpy Library

- Create a numpy array from list, tuple with float type
- Python program to demonstrate slicing, integer and boolean array indexing
- Write a python program to find min, max, sum, cumulative sum of array.
- Write a python program to demonstrate use of ndim, shape, size, dtype.

3) Numpy Library: Linear Algebra

- Write a python program to find rank, determinant, and trace of an array.
- Write a python program to find eigenvalues of matrices
- Write a python program to find matrix and vector products (dot, inner, outer, product), matrix exponentiation.
- Write a python program to solve a linear matrix equation, or system of linear scalar equations.
- Create a white image using NumPy in Python and

- f) Convert a NumPy array to an image and Convert images to NumPy array?
- g) Perform Sorting, Searching and Counting using Numpy methods.
- h) Write a program to demonstrate the use of the reshape() method.

4) Pandas Library

- a) Write a python program to implement Pandas Series with labels.
- b) Create a Pandas Series from a dictionary.
- c) Creating a Pandas DataFrame.
- d) Write a program which make use of following Pandas methods i) describe() ii) head() iii) tail()
- e) Write a program that converts Pandas DataFrame and Series into numpy.array.
- f) Write a program that demonstrates the column selection, column addition, and column deletion.
- g) Write a program that demonstrates the row selection, row addition, and row deletion.
- h) Get n-largest and n-smallest values from a particular column in Pandas dataframe

5) Visualization

- a) Write a program which use pandas inbuilt visualization to plot following graphs:
 - i. Bar plots ii. Histograms iii. Line plots iv. Scatter plots
- b) Write a program to demonstrate use of groupby() method.
- c) Write a program to demonstrate pandas Merging, Joining and Concatenating
- d) Creating dataframes from csv and excel files.

6) Object Oriented Programming:

- a) Write a Python class named Person with attributes name, age, weight (kgs), height (ft) and takes them through the constructor and exposes a method get_bmi_result() which returns one of "underweight", "healthy", "obese"
- b) Write a python program to demonstrate various kinds of inheritance.
- c) Write a python program to demonstrate operator overloading.
- b) Write a python program to create abstract classes and abstract methods.

7) MULTITHREADING

- a. Write a python program to create two threads to keep a count of number of even numbers entered by the user.
- b. Write a JAVA program that creates threads by extending Thread class .First thread display “Good Morning “every 1 sec, the second thread displays “Hello “every 2 seconds and the third display “Welcome” every 3 seconds.

Recommended Texts:

1. Martin C. Brown (Author), “Python: The Complete Reference” McGraw Hill Education, Fourth edition , 2018

Reference Books:

1. R. Nageswara Rao , “Core Python Programming” Dreamtech Press India Pvt Ltd 2018.

Web References:

1. <https://realpython.com/tutorials/advanced/>
2. https://onlinecourses.nptel.ac.in/noc19_cs40/preview

Course Outcomes:

- Apply exception handling and user defined exception(s) Develop Module(s) and Package(s) in python
- Possess an ability to write database applications in Python
- Implement Object Oriented concepts in programming Apply Collection modules for the data types
- Possess the Object-oriented programming skills in Python. and the skill of to design graphical-user interfaces (GUI) in Python.
- Make use of Pandas and Numpy Libraries

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	M	S	M	L	S	S	L	M
CO 2	S	L	S	L	S	L	M	M	M	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	M	M	S	L	S	M	S	S	S

S-Strong M-Medium L-Low

SEMESTER I	Subject title	subject code	Credit
	ELECTIVE-I-THEORY OF COMPUTATION	CS31A	4

Course Objectives:

- To give an overview of the theoretical foundations of computer science from the perspective of formal languages
- To illustrate finite state machines to solve problems in computing
- To explain the hierarchy of problems arising in the computer sciences.
- To familiarize Regular grammars, context free grammar.
- To use basic concepts of formal languages of finite automata techniques

SYLLABUS:

Unit I: Review of Mathematical Theory

Combinatorics: Review of Permutation and Combination - Mathematical Induction - Pigeon hole principle - Principle of Inclusion and Exclusion - generating function - Recurrence relations. Statements – Connectives – Truth Tables – Normal forms – Predicate calculus – Inference – Theory for Statement Calculus and Predicate Calculus

Unit-II: Regular Languages and Finite Automata

Regular Expressions, Regular Languages, Application of Finite Automata, Automata with output - Moore machine & Mealy machine, Finite Automata, Memory requirement in a recognizer, Definitions, union- intersection and complement of regular languages, Non Deterministic Finite Automata, Conversion from NFA to FA, ??- Non Deterministic Finite Automata, Conversion of NFA- ? to NFA, Kleene's Theorem, Minimization of Finite automata, Regular And Non Regular Languages – pumping lemma.?

Unit-III: Context free grammar (CFG)

Definitions and Examples, Unions Concatenations And Kleene's of Context free language, Regular Grammar for Regular Language, Derivations and Ambiguity , Unambiguous CFG and Algebraic Expressions, Backus Naur Form (BNF), Normal Form – CNF.

Unit-IV: Pushdown Automata, CFL And NCFL

Definitions, Deterministic PDA, Equivalence of CFG and PDA & Conversion, Pumping lemma for CFL, Intersections and Complements of CFL, Non-CO.

Unit-V: Turing Machine (TM) TM Definition, Model Of Computation, Turing Machine as Language Acceptor, TM that Compute Partial Function, Church Turing Thesis, Combining TM, Variations Of TM, Non Deterministic TM, Universal TM, Recursively and Enumerable Languages, Context sensitive languages and Chomsky hierarchy.

Recommended Texts:

1. John E. Hopcroft, Rajeev Motwani, Jeffrey D. Ullman ; Introduction to Automata Theory Languages and Computation; Pearson Education, India; 3rd edition; 2008
2. KENNETH H. ROSEN ; Discrete Mathematics and Its Applications (SIE) 8th Edition ; 2021

Reference Books:

1. K. L. P Mishra, N. Chandrashekar (2003), Theory of Computer Science- Automata Languages and Computation, 2nd edition, Prentice Hall of India, India.

Web References:

1. https://www.youtube.com/playlist?list=PLbtzT1TYeoMjNOGEiaRmm_vMIwUAi_dnQz
2. <https://nptel.ac.in/courses/106106049>

Course Outcomes:

- Use the concepts and techniques of discrete mathematics for theoretical computer science
- Design Finite Automata for different Regular Expressions and Languages
- Identify and use different formal languages and their relationship.
- To solve various problems of applying normal form techniques, push down automata and Turing Machines
- Analyze various concepts of undecidability and Computable Function and Discuss analytically and intuitively for problem-solving situation

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	M	M	S	M	L	S	S	L	M
CO 2	S	M	S	L	S	L	M	L	M	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	L	M	S	L	L	M	S	M	S

S-Strong M-Medium L-Low

SEMESTER II	Subject title	subject code	Credit
	CORE VI- MACHINE LEARNING	CS22A	4

Course Objectives:

- To provide mathematical base for Machine learning
- To provide theoretical knowledge on setting hypothesis for pattern recognition.
- To impart Knowledge of machine learning techniques for data handling
- To provide the skill to evaluate the performance of algorithms and to provide solution for various real-world applications.
- To impart the knowledge of identifying similarities and differences in various patterns of data

SYLLABUS:

Unit I: BASIC MATHEMATICS FOR MACHINE LEARNING: Regression Correlation and Regression, types of correlation – Pearson’s, Spearman’s correlations –Ordinary Least Squares, Fitting a regression line, logistic regression, Rank Correlation Partial and Multiple correlation- Multiple regression, multicollinearity. Gradient descent methods, Newton method, interior point methods, active set, proximity methods, accelerated gradient methods, coordinate descent, cutting planes, stochastic gradient descent. Discriminant analysis, Principal component analysis, Factor analysis, k means.

Unit II: INTRODUCTION TO MACHINE LEARNING: Introduction, Examples of various Learning Paradigms, Perspectives and Issues, Version Spaces, Finite and Infinite Hypothesis Spaces, PAC Learning, VC Dimension.

Unit III: SUPERVISED LEARNING ALGORITHMS Learning a Class from Examples, Linear, Non-linear, Multi-class and Multi-label classification, Decision Trees: ID3, Classification and Regression Trees (CART), Regression: Linear Regression, Multiple Linear Regression, Logistic Regression. Neural Networks: Introduction, Perceptron, Multilayer Perceptron, Support vector machines: Linear and Nonlinear, Kernel Functions, K-Nearest Neighbors

Unit IV: ENSEMBLE LEARNING: Ensemble Learning Model Combination Schemes, Voting, Error-Correcting Output Codes, Bagging: RandomForest Trees, Boosting:Adaboost, Stacking: UNSUPERVISED LEARNING: Introduction to clustering, Hierarchical: AGNES, DIANA, Partitional: K-means clustering, K-Mode Clustering, Self- Organizing Map, Expectation Maximization, Gaussian Mixture Models, Principal Component Analysis (PCA), Locally Linear Embedding (LLE), Factor Analysis

Unit V: PROBABILISTIC LEARNING: Bayesian Learning, Bayes Optimal Classifier, Naïve Bayes Classifier, Bayesian Belief Networks, Mining Frequent Patterns: MACHINE LEARNING IN PRACTICE: Design, Analysis and Evaluation of Machine Learning Experiments, Other Issues: Handling imbalanced data

Recommended Texts:

1. Ethem Alpaydin, "Introduction to Machine Learning", MIT Press, Prentice Hall of India, Third Edition 2014.
2. Mehryar Mohri, Afshin Rostamizadeh, Ameet Talwalkar "Foundations of Machine Learning", MIT Press, 2012.

Reference Books:

1. Tom Mitchell, "Machine Learning", McGraw Hill, 3 rd Edition, 1997.
2. Charu C. Aggarwal, "Data Classification Algorithms and Applications", CRC Press, 2014.
3. Stephen Marsland, "Machine Learning – An Algorithmic Perspective", 2 nd Edition, CRC Press, 2015.
4. Kevin P. Murphy "Machine Learning: A Probabilistic Perspective", The MIT Press, 2012
5. Jiawei Han and Micheline Kamber and Jian Pei, "Data Mining – Concepts and Techniques", 3 rd Edition, Morgan Kaufman Publications, 2012.
6. Marc Peter Deisenroth, A. Aldo Faisal, Cheng Soon Ong, "Mathematics for Machine Learning", Cambridge University Press, 2019.

Web References:

1. https://www.youtube.com/watch?v=r4sgKrRL2Ys&list=PL1xHD4vteKYVpaliy295pg6_SY5qznc77

Course Outcomes:

- Recognize the characteristics of machine learning strategies.
- Apply various supervised learning methods to appropriate problems.
- Identify and integrate more than one technique to enhance the performance of learning.
- Create probabilistic and unsupervised learning models for handling unknown pattern.
- Analyze the co-occurrence of data to find interesting frequent patterns.
- Preprocess the data before applying to any real-world problem and can evaluate its performance

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	L	M	S	L	L
CO 2	S	M	S	L	S	L	M	L	M	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	L	M	S	L	L	M	S	M	S

S-Strong M-Medium L-Low

SEMESTER II	Subject title	subject code	Credit
	CORE VII- ADVANCED NETWORKS	CS22B	4

Course Objectives:

- To uncover and understand the current directions of computer networks from literature readings.
- To expose students to the “full span” of the computer network’s frontier.
- To encourage a performance perspective towards analysis of computer and communications networks.
- To “fill-in” gaps in students’ networking knowledge.
- To plan the interworking of distributed application basing on Semantic Web technology

SYLLABUS :

Unit I : Reliable Transmission – Multi access Network – Wireless network - Internetworking - Switching and Bridging- Basic Internetworking -Routing - Implementation –

Unit II : Advanced Internetworking - Global Internet – Multicast - Virtual Private Network - Multiprotocol Label Switching - Routing Among Mobile Devices-

Unit III: End-to-End Protocols - Simple Demultiplexer (UDP) - Reliable Byte Stream (TCP) - Remote Procedure Call - Transport for Real-Time (RTP) - RTP Design - Control Protocol - HTTP is the New Narrow Waist

Unit IV: Congestion Control - Issues in Resource Allocation - Queuing Disciplines - TCP Congestion Control - Advanced Congestion Control - Approaches to QOS - Integrated services RSVP - Differentiated Services (EF & AF) - Equation based Congestion control.

Unit V: Network Security - Trust and Threats - Cryptographic Building Blocks - Key Predistribution - Authentication Protocols - Applications - Multimedia Applications - Infrastructure Applications - Name Service (DNS) - Overlay Networks - Peer to peer networks

Recommended Texts:

1. Larry L. Peterson , Bruce S. Davie; Computer Networks A Systems Approach; Morgan Kaufmann; 3rd Edition ;2022

Reference Books:

1. C. Kaufman, R. Perlman, M. Speciner , Network Security. Private Communication in a Public World, Prentice Hall PTR; Second Edition;2022
2. J. F. Kurose, K. W. Ross , Computer Networking. A Top-Down Approach; Addison Wesley Longman; Fourth edition, 2008

Web References:

1. <https://www.youtube.com/watch?v=O--rkQNKqls&list=PLEAYkSg4uSQ2NMmzNNsEK5RVbhxqx0BZF>

Course Outcomes:

- Differentiate between different LAN-based forwarding devices so that they can make thoughtful suggestions on how to build a network.
- Select appropriate transport protocol and quality of service mechanisms for a give computer network
- Write networking code that uses TCP and UDP in client-server applications.
- Design and implement networking protocols.
- Design and implement networking applications.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	S	S	M	S	M	L	M	S	L	L
CO 2	S	M	S	L	S	L	M	L	M	S
CO 3	M	S	L	M	M	S	L	S	L	S
CO 4	L	S	S	L	S	M	S	L	S	M
CO 5	S	M	M	S	M	L	M	S	L	L

S-Strong

M-Medium

L-Low

SEMESTER II	Subject title	subject code	Credit
	CORE-VIII-PRACTICAL-3: MACHINE LEARNING	CS221	4

Course Objectives:

- Make use of Data sets in implementing the machine learning algorithms
 - Implement the machine learning concepts and algorithms in any suitable language of choice.
 - The programs can be implemented in either JAVA or Python.
 - For Problems 1 to 6 and 10, programs are to be developed without using the builtin classes or APIs of Java/Python.
 - Data sets can be taken from standard repositories (<https://archive.ics.uci.edu/ml/datasets.html>) or constructed by the students.
1. Implement and demonstrate the FIND-S algorithm for finding the most specific hypothesis based on a given set of training data samples. Read the training data from a .CSV file
 2. For a given set of training data examples stored in a .CSV file, implement and demonstrate the Candidate-Elimination algorithm to output a description of the set of all hypotheses consistent with the training examples.
 3. Write a program to demonstrate the working of the decision tree based ID3 algorithm. Use an appropriate data set for building the decision tree and apply this knowledge to classify a new sample.
 4. Build an Artificial Neural Network by implementing the Backpropagation algorithm and test the same using appropriate data sets.
 5. Write a program to implement the naïve Bayesian classifier for a sample training data set stored as a .CSV file. Compute the accuracy of the classifier, considering few test data sets.
 6. Assuming a set of documents that need to be classified, use the naïve Bayesian Classifier model to perform this task. Built-in Java classes/API can be used to

7. Write a program to construct a Bayesian network considering medical data. Use this model to demonstrate the diagnosis of heart patients using standard Heart Disease Data Set. You can use Java/Python ML library classes/API.
8. Apply EM algorithm to cluster a set of data stored in a .CSV file. Use the same data set for clustering using k-Means algorithm. Compare the results of these two algorithms and comment on the quality of clustering. You can add Java/Python ML library classes/API in the program.
9. Write a program to implement k-Nearest Neighbor algorithm to classify the iris data set. Print both correct and wrong predictions. Java/Python ML library classes can be used for this problem.
10. Implement the non-parametric Locally Weighted Regression algorithm in order to fit data points. Select appropriate data set for your experiment and draw graphs.

Recommended Texts:

1. Dr. Kamlesh Namdev, LAP LAMBERT ; Lab manual of Machine Learning: Machine Learning Practicals in Python; Academic Publishing; 2021

Reference Books:

1. Introduction to Machine Learning with Python by Andreas C. Müller, Sarah Guido
Released October 2016 Publisher(s): O'Reilly Media, Inc. ISBN: 9781449369415

Web References:

- 1 <https://www.youtube.com/watch?v=RnFGwxJ-0>

Course Outcomes:

- Understand the implementation procedures for the machine learning algorithms.
- Design Java/Python programs for various Learning algorithms.
- Apply appropriate data sets to the Machine Learning algorithms.
- Identify and apply Machine Learning algorithms to solve real world problems.
- be capable of confidently applying common Machine Learning algorithms in practice and implementing their own;

Mapping with Programme Outcomes:

Mapping with Programmers outcomes*										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	L	S	M	L	M	L	L
CO2	S	M	S	S	S	M	M	L	M	L
CO3	M	S	M	M	S	S	L	L	L	M
CO4	S	L	M	M	M	L	M	L	M	S
CO5	S	S	M	S	L	M	M	L	M	L

S-Strong

M-Medium

L-Low

SEMESTER II	Subject title	subject code	Credit
	CORE-IX-PRACTICAL-4: DIGITAL IMAGE PROCESSING LAB	PSD2A	4

Course Objectives:

- To use Java or Python or Scilab for reading and writing images.
- To understand programming tools for image processing
- To manipulate images.
- To analyse image statistics
- To apply image processing algorithms

1) Basic Manipulations

- a) Reading
- b) Writing
- c) Quantisation
- d) Subsampling

2) Basic intensity transformations

3) Histogram processing

4) Filtering in spatial domain Low pass and High pass filters

5) Frequency domain image enhancement 2D FFT

6) Color image enhancement - spatial sharpening

7) Convert a color image into grayscale image

Recommended Texts:

1. Rohit M. Thanki , Ashish M. Kothari, Digital Image Processing using SCILAB- Springer ;2018
2. Sandipan Dey; Image Processing Masterclass with Python; BPB Publications;2021

Reference Books:

1. Hands-On Image Processing with Python: Expert techniques for advanced image analysis and effective interpretation of image data by Sandipan Dey, bpb

Course Outcomes:

- Use image processing tools
- Perform image manipulation operations
- Perform image enhancement techniques
- Perform edge detection operations
- Possess ability to perform object recognition methods

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	L	S	M	L	M	L	L
CO2	S	M	S	S	S	M	M	L	M	L
CO3	S	S	L	M	S	S	L	M	L	M
CO4	M	L	M	M	M	L	M	L	M	S
CO5	S	S	M	S	L	M	M	L	M	L

S-Strong

M-Medium

L-Low

SEMESTER II	Subject title	subject code	Credit
	PRINCIPLES OF COMPILER DESIGN	CS32A	4

Course Objectives:

- To learn the various phases of compiler.
- To learn the various parsing techniques.
- To understand intermediate code generation and run-time environment.
- To learn to implement the front-end of the compiler.
- To learn to implement code generators.

SYLLABUS:

UNIT I: INTRODUCTION TO COMPILERS: Structure of a compiler – Lexical Analysis – Role of Lexical Analyzer – Input Buffering – Specification of Tokens – Recognition of Tokens – Lex – Finite Automata – Regular Expressions to Automata – Minimizing DFA.

UNIT II: SYNTAX ANALYSIS: Role of Parser – Grammars – Error Handling – Context-free grammars – Writing a grammar – Top Down Parsing - General Strategies Recursive Descent Parser Predictive Parser-LL(1) Parser-Shift Reduce Parser-LR Parser- LR (0)Item Construction of SLR Parsing Table - Introduction to LALR Parser - Error Handling and Recovery in Syntax Analyzer-YACC.

UNIT III: INTERMEDIATE CODE GENERATION: Syntax Directed Definitions, Evaluation Orders for Syntax Directed Definitions, Intermediate Languages: Syntax Tree, Three Address Code, Types and Declarations, Translation of Expressions, Type Checking.

UNIT IV: RUN-TIME ENVIRONMENT AND CODE GENERATION: Storage Organization, Stack Allocation Space, Access to Non-local Data on the Stack, Heap Management - Issues in Code Generation - Design of a simple Code Generator.

UNIT V: CODE OPTIMIZATION: Principal Sources of Optimization – Peep-hole optimization - DAG- Optimization of Basic Blocks- Global Data Flow Analysis - Efficient Data Flow Algorithm.

Recommended Texts:

1. Alfred V. Aho, Monica S. Lam, Ravi Sethi, Jeffrey D. Ullman, Compilers: Principles, Techniques and Tools; Pearson Education; Second Edition; 2013

Reference Books:

1. Randy Allen, Ken Kennedy, Optimizing Compilers for Modern Architectures: A Dependence based Approach, Morgan Kaufmann Publishers, 2002.
2. Steven S. Muchnick, Advanced Compiler Design and Implementation, Morgan Kaufmann Publishers - Elsevier Science, India, Indian Reprint 2003.

3. V. Raghavan, Principles of Compiler Design, Tata McGraw Hill Education Publishers, 2010.

4. Keith D Cooper and Linda Torczon, Engineering a Compiler, Morgan Kaufmann Publishers Elsevier Science, 2004.

5. Allen I. Holub, Compiler Design in C, Prentice-Hall Software Series, 1993.

Web References:

1. https://www.youtube.com/watch?v=k4QXWFZZq1E&list=PLENQMW_c1dimxHUu6KjuBC2rOlAaoLozF

Course Outcomes:

- Understand the different phases of the compiler.
- Design a lexical analyzer for a sample language.
- Apply different parsing algorithms to develop the parsers for a given grammar.
- Design and implement a scanner and a parser using LEX and YACC tools
- Learn to implement code optimization techniques and a simple code generator.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	L	S	M	L	M	L	L
CO2	S	M	S	S	S	M	M	L	M	L
CO3	S	S	L	M	S	S	L	M	L	M
CO4	M	L	S	M	M	L	S	L	M	S
CO5	S	S	M	S	L	M	M	L	M	L

S-Strong

M-Medium

L-Low

SEMESTER II	Subject title	subject code	Credit
	ELECTIVE-I: CLOUD COMPUTING	CS42A	4

Course Objectives:

- To introduce the cloud computing concepts and map reduce programming model.
- To provide skills and knowledge about operations and management in cloud technologies so as to implement large scale systems.
- To provide skills to design suitable cloud infrastructure that meets the business services and customer needs.
- To provide Knowledge of different CPU, memory and I/O virtualization techniques that serve in offering software, computation and storage services on the cloud; Software Defined Networks (SDN) and Software Defined Storage (SDS); cloud storage technologies and relevant distributed file systems, NoSQL databases and object storage;
- To introduce the variety of programming models and develop working experience in several of them.

Course Outcomes:

- Understand the evolution, principles, and benefits of Cloud Computing in order to assess existing cloud infrastructures to choose an appropriate architecture that meets business needs.
- Decide a suitable model to capture the business needs by interpreting different service delivery and deployment models.
- Understand virtualization foundations to cater the needs of elasticity, portability and resilience by cloud service providers.
- Infer architectural style, work flow of real-world applications and to implement the cloud applications using map reduce programming models.
- Compare operation and economic models of various trending cloud platforms prevailing in IT industry.

SYLLABUS:

Unit I: Foundations of cloud: Inception and need for cloud computing: Motivations from distributed computing predecessors - Evolution - Characteristics - Business Benefits – Challenges in cloud computing - Exploring the Cloud Computing Stack - Fundamental Cloud Architectures – Advanced Cloud Architectures - Specialized Cloud Architectures

Unit II: Service Delivery and Deployment Models: Service Models (XaaS): Infrastructure as a Service (IaaS) - Platform as a Service (PaaS) - Software as a Service(SaaS) - Deployment Models: Types of cloud - Public cloud - Private cloud - Hybrid cloud – Service level agreements - Types of SLA – Lifecycle of SLA- SLA Management

Unit III: Cloud Resource Virtualization: Virtualization as Foundation of Cloud – Understanding Hypervisors – Understanding Machine Image and Instances - Managing Instances – Virtual Machine Provisioning and Service Migrations Cloud Computing Applications and Paradigms: Existing Cloud Applications and Opportunities for New Applications - Architectural Styles for Cloud Applications - Workflows: Coordination of Multiple Activities - Coordination Based on a State Machine Model: The ZooKeeper - The MapReduce Programming Model - A Case Study: The Grep The Web Application

Unit IV: Resource Management and Scheduling in Cloud: Policies and Mechanisms for Resource Management – Stability of a Two-Level Resource Allocation Architecture-Feedback Control Based on Dynamic Thresholds - Coordination of Specialized Autonomic Performance Managers - A Utility-Based Model for Cloud-Based Web Services - Resource Bundling: Combinatorial Auctions for Cloud Resources – Scheduling Algorithms for Computing Clouds - Resource Management and Dynamic Application Scaling

Unit V: Cloud Platforms and Application Development: Comparing Amazon web services, Google AppEngine, Microsoft Azure from the perspective of architecture (Compute, Storage Communication) services and cost models. Cloud application development using third party APIs, Working with EC2 API – Google App Engine API - Facebook API, Twitter API. Advances in Cloud: Media Clouds - Security Clouds - Computing Clouds - Mobile Clouds – Federated Clouds – Hybrid Clouds

Recommended Texts:

1. Rajkumar Buyya, James Broberg, Andrzej, M. Goscinski, Cloud Computing: Principles and Paradigms, Wiley, 1st Edition, 2013.
2. Sosinsk, Barrie, Cloud Computing Bible, John Wiley & Sons, 1st Edition, 2011.

Reference Books:

1. Marinescu, Dan C. Cloud Computing: Theory and Practice. Morgan Kaufmann, 2017.
2. Toby Velte, Anthony Velte, Robert Elsenpeter, Cloud Computing: A Practical Approach, Mc Graw Hill Education, 1st Edition, 2017.
3. Buyya, Rajkumar, Christian Vecchiola, and S. Thamarai Selvi. Mastering Cloud Computing: Foundations and Applications Programming, Tata Mcgraw Hill, 1st Edition, 2017.

Web References:

1. <https://www.youtube.com/watch?v=8O32k26RWA>

Mapping with Programme Outcomes:

Mapping with Programmers outcomes*										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	L	S	M	L	M	L	L
CO2	S	M	S	M	S	L	M	L	M	L
CO3	S	S	L	M	S	S	L	M	L	M
CO4	M	L	S	M	M	L	S	L	M	S
CO5	S	S	M	S	L	M	L	M	M	L

S-Strong

M-Medium

L-Low

SEMESTER II	Subject title	subject code	Credit
	ELECTIVE-II- DIGITAL IMAGE PROCESSING	CS42G	4

Course Objectives:

- To become familiar with digital image fundamentals
- To get exposed to simple image enhancement techniques in Spatial and Frequency domain.
- To learn concepts of degradation function and restoration techniques.
- To study the image segmentation and representation techniques.
- To become familiar with image compression and recognition methods

SYLLABUS:

UNIT I DIGITAL IMAGE FUNDAMENTALS: Steps in Digital Image Processing – Components – Elements of Visual Perception – Image Sensing and Acquisition – Image Sampling and Quantization – Relationships between pixels - Color image fundamentals - RGB, HSI models, Two-dimensional mathematical preliminaries, 2D transforms - DFT, DCT.

UNIT II IMAGE ENHANCEMENT: Spatial Domain: Gray level transformations – Histogram processing – Basics of Spatial Filtering– Smoothing and Sharpening Spatial Filtering, Frequency Domain: Introduction to Fourier Transform– Smoothing and Sharpening frequency domain filters – Ideal, Butterworth and Gaussian filters, Homomorphic filtering, Color image enhancement.

UNIT III IMAGE RESTORATION: Image Restoration - degradation model, Properties, Noise models – Mean Filters – Order Statistics – Adaptive filters – Band reject Filters – Band pass Filters – Notch Filters – Optimum Notch Filtering – Inverse Filtering – Wiener filtering

UNIT IV IMAGE SEGMENTATION: Edge detection, Edge linking via Hough transform Thresholding - Region based segmentation – Region growing – Region splitting and merging – Morphological processing- erosion and dilation, Segmentation by morphological watersheds – basic concepts – Dam construction – Watershed segmentation algorithm

UNIT V: IMAGE COMPRESSION AND RECOGNITION: Need for data compression, Huffman, Run Length Encoding, Shift codes, Arithmetic coding, JPEG standard, MPEG. Boundary representation, Boundary description, Fourier Descriptor, Regional Descriptors Topological feature, Texture - Patterns and Pattern classes - Recognition based on matching

Recommended Texts:

1. Rafael C. Gonzalez, Richard E. Woods; Digital Image Processing; Pearson, Fourth Edition; 2018.
2. Anil K. Jain; Fundamentals of Digital Image Processing; Pearson; 2015.

Reference Books:

1. Kenneth R. Castleman, Digital Image Processing, Pearson, 2006.
2. Rafael C. Gonzalez, Richard E. Woods, Steven Eddins,; Digital Image Processing using MATLAB; Pearson Education, Inc., 2011.
3. D E. Dudgeon and R.M. Mersereau; Multidimensional Digital Signal Processing; Prentice Hall; 1990.
4. William K. Pratt; Digital Image Processing; John Wiley; 2002
5. Milan Sonka et al; Image processing, analysis and machine vision; Brookes/Cole, Vikas Publishing House; 2nd edition; 1999.

Web References:

1. <https://www.youtube.com/watch?v=DSGHkvQBMbs&list=PLuv3GM6-gsE08DuaC6pFUvFaDZ7EnWGX8>

Course Outcomes:

- Know and understand the basics and fundamentals of digital image processing, such as digitization, sampling, quantization, and 2D-transforms.
- Operate on images using the techniques of smoothing, sharpening and enhancement.
- Perform the restoration concepts and filtering techniques.
- Demonstrate the segmentation, features extraction, compression and recognition methods for color models.
- Compress images and use tools for image recognition.

Mapping with Programme Outcomes:

Mapping with Programmers outcomes*										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	S	S	L	S	M	L	M	L	L
CO2	S	M	M	L	M	L	M	L	M	S
CO3	S	S	L	M	S	S	L	M	L	M
CO4	M	L	S	M	M	L	S	L	M	S
CO5	S	S	M	S	L	M	L	M	M	L

S-Strong

M-Medium

L-Low

SEMESTER III	Subject title	subject code	Credit
	CORE X-PRINCIPLES OF COMPILER DESIGN	PSD3A	4

COURSE OBJECTIVES

- To understand the basic principles of compiler design
- To understand the use of Context-free grammar
- Enable the students to understand Parsers
- Use of Data structures in the Compiler design
- Enable to understand the object code optimization

SYLLABUS

Unit 1:

Introduction to Compilers - Finite Automata and lexical Analysis.

Unit-2:

Syntax Analysis: Context-free grammars - Derivations and parse trees – Basic parsing techniques -LR parsing.

Unit 3:

Syntax-directed translation, symbol tables.

Unit 4:

Code optimization - More about code optimization.

Unit 5:

Code generation - Error detection and recovery.

COURSE OUTCOMES

1. The students will be able to explain the concepts and different phases of compilation
2. Able to understand the compile time error handling
3. Represent language tokens using regular expressions, context-free grammar, and finite automata and design a lexical analyzer for a language
4. Enables understanding of the optimization of the codes, flow graphs, data-flow frameworks, and iterative algorithms.
5. Enables construction object codes using basic blocks and generation of codes from expressions

REFERENCE BOOKS

- 1) A.V. Aho, J.D.Ullman, 1985, Principles of Compiler Design, Narosa Pub-House.
- 2) D.Gries, 1979, Compiler Construction for Digital Computers, John Wiley & Sons.
- 3) A.V.Aho, Ravi Sethi, and J.D.Ullman, 1986, Compilers Principles, Techniques and Tools, Addison Wesley Pub. Co.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	S	S	M	M	S
CO3	M	S	M	S	M
CO4	S	S	M	S	S
CO5	S	S	M	M	M

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER III	Subject title	subject code	Credit
	CORE XI-INFORMATION SECURITY	PSD3B	4

COURSE OBJECTIVES

- To learn the security threats such as non-malicious program errors, virus, malicious code attacks and their control measures
- To understand memory address protection, file protection mechanisms, authentication, password challenges in a system
- To be aware of the security requirement, reliability and integrity of sensitive data To understand firewall, email security, Cryptography and the related protocols
- To mitigate the threats in security policies such as security planning, risk analysis, legal and privacy issues

Unit 1: Introduction: Security- Attacks- Computer criminals- Method of defence Program Security: Secure programs- non-malicious program errors- Viruses and other malicious code- Targeted malicious code- Controls against program threats.

Unit 2: Operating System Security: Protected objects and methods of protection- Memory address protection- Control of access to general objects- File protection mechanism- Authentication: Authentication basics- Password- Challenge-response- Biometrics.

Unit 3: Database Security: Security requirements- Reliability and integrity- Sensitive data InterfaceMultilevel database- Proposals for multilevel security

Unit 4: Security in Networks: Threats in networks- Network security control- Firewalls- Intrusion detection systems- Secure e-mail- Networks and cryptography- Example protocols: PEM- SSL- IPSec.

Unit 5: Administrating Security: Security planning- Risk analysis- Organizational security policies -Physical security - Legal- Privacy- and Ethical Issues in Computer Security - Protecting programs and data- Information and law- Rights of employees and employers- Software failures- Computer crimePrivacy- Ethical issues in computer society- Case studies of ethics.

COURSE OUTCOMES:

- To gain knowledge of threats and vulnerabilities in computer systems
- To enhance knowledge of theory, methods and techniques in information security
- To gain advanced knowledge of security management
- To understand the network security and hardware security
- To enhance security in software and operating systems, data security and secured system development

RECOMMENDED TEXT

- 1) C. P. Pfleeger, and S. L. Pfleeger, Security in Computing, Pearson Education, 4th Ed, 2003
- 2) MattBishop, Computer Security: Art and Science, Pearson Education, 2003.

REFERENCE BOOKS

- 1) Cryptography & N/w Security: Principles and practice, 4th Edition,2006
- 2) Kaufman, Perlman, Speciner, Network Security, Prentice Hall, 2nd Edition, 2003
- 3) Eric Maiwald, Network Security: A Beginner's Guide, TMH, 1999
- 4) Macro Pistoia, Java Network Security, Pearson Education, 2nd Edition, 1999
- 5) Whitman, Mattord, Principles of information security, Thomson, 2nd Edition, 2005

Website and e-Learning Source

- 1) <http://www.cs.gsu.edu/~cscyqz/courses/ai/aiLectures.html>

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	M	S	M	S
CO3	M	L	S	S	M
CO4	M	S	S	M	M
CO5	S	M	M	M	M

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER III	Subject title	subject code	Credit
	CORE XII-ARTIFICIAL INTELLIGENCE	PSD3C	4

COURSE OBJECTIVES

1. The primary objective of this course is to introduce the basic principles, techniques, and applications of Artificial Intelligence.
2. Gain a historical perspective of AI and its foundations.
3. Become familiar with basic principles of AI toward problem solving, inference, perception, knowledge representation, and learning.
4. Investigate applications of AI techniques in intelligent agents, expert systems, artificial neural networks and other machine learning models.
5. Explore the current scope, potential, limitations, and implications of intelligent systems.

SYLLABUS

Unit 1: Introduction - Intelligent Agents- Problem Solving - by Searching - Informed Search and Exploration - Constraint Satisfaction Problems - Adversarial Search

Unit-2: Knowledge and Reasoning - Logical Agents - First-Order Logic - Inference in First-Order Logic - Knowledge Representation

Unit 3: Planning – Planning and Acting in the Real World - Uncertain knowledge and reasoning - Uncertainty - Probabilistic Reasoning - Probabilistic Reasoning Over Time - Making Simple Decisions - Making Complex Decisions

Unit 4: Learning - Learning from Observations - Knowledge in Learning - Statistical Learning Methods - Reinforcement Learning

Unit 5: Communicating, Perceiving, and Acting - Communication - Probabilistic Language Processing - Perception – Robotics.

COURSE OUTCOMES

- 1) Understanding fundamentals of artificial intelligence(AI) and the history of AI and its foundations.
- 2) Demonstrate awareness and a fundamental understanding of various applications of AI techniques in intelligent agents, expert systems, artificial neural networks and other machine learning models.
- 3) Demonstrate an ability to share in discussions of AI, its current scope and limitations, and societal implications.
- 4) Apply basic principles of AI in solutions that require problem solving, inference, perception, knowledge representation, and learning.
- 5) Apply principles of AI in real world problems.

RECOMMENDED TEXTS:

- 1) Stuart Russell and Peter Norvig, 2003, Artificial Intelligence: A Modern Approach, 2nd Edition, Prentice Hall of India, New Delhi.

REFERENCE BOOKS:

- 1) Elaine Rich and Kevin Knight, 1991, Artificial Intelligence, 2nd Edition, Tata McGraw-Hill, New Delhi.

2) Herbert A. Simon, 1998, The Sciences of the Artificial Intelligence, 3rd Edition, MIT Press. 3) N.J. Nilson, 1983, Principles of AI, Springer Verlag

Website and e-Learning Source:

1) <http://aima.eecs.berkeley.edu/slides-pdf/>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	M	M	S
CO3	S	M	S	M	S
CO4	S	S	M	S	M
CO5	M	S	M	S	S

Key: S-Strong, M-Medium/Moderate, L-LOW

SEMESTER III	Subject title	subject code	Credit
	ELECTIVE II-BIG DATA ANALYTICS	PSDED	4

COURSE OBJECTIVES

1. Big Data analytics is a process used to extract meaningful insights, such as hidden patterns, unknown correlations, market trends, and customer preferences.
2. Big Data analytics provides various advantages.
3. It can be used for better decision making, preventing fraudulent activities, among other things.

SYLLABUS

Unit – I : Basic nomenclature - Analytics process model - Analytics model requirements - Types of data sources – Sampling - types of data elements - Visual Data Exploration and Exploratory Statistical Analysis - Missing Values - Outlier Detection and Treatment - Standardizing Data – Categorization - weights of evidence coding - Variable selection - Segmentation.

Unit –II : Predictive Analytics: Target Definition - Linear Regression - Logistic Regression - Decision Trees - Neural Networks - Support Vector machines - Ensemble Methods - Multiclass Classification Techniques - Evaluating Prediction

Unit – III :Descriptive Analytics: Association Rules - Sequence Rules - Segmentation. Survival Analysis: Survival Analysis Measurements - Parametric Survival Analysis.

Unit – IV : Social Network Analytics: Social Network Definitions - Social Network Metrics - Social Network Learning -Relational Neighbor Classifier - Probabilistic Relational Neighbor Classifier - Relational logistic Regression - Collective Inference.

Unit –V :Benchmarking - Data Quality - Software – Privacy - Model Design and Documentation – Corporate Governance. Example applications: Credit Risk Modeling - Fraud Detection - Recommender Systems - Web Analytics.

COURSE OUTCOME:

1. To model data using decision models
2. What are decision tree and their underlying assumptions
3. To construct decision from data
4. How to use decision trees for prediction
5. Use an ensemble of decision trees, a random forest
6. Install, configure and use data management tools
7. Ethically acquire data for use in the project
8. Extract, clean, transform, load large data sets
9. Query and analyze large data sets to extract relevant information/features
10. Apply and compare different data mining techniques quantitatively

REFERENCE BOOKS

1. Michael Minelli, Michele Chambers, 2013, Big Data, Big Analytics: Emerging Business Intelligence and Analytic Trends for Today's Businesses, Wiley CIO
2. Stephan Kudyba, 2014, Big Data, Mining and Analytics: Components of Strategic Decision Making, CRC Press.
3. Frank J. Ohlhorst, 2013, Big data Analytics: Turning Big Data into Big Money, Wiley and SAS Business Series.
4. Foster Provost, Tom Fawcett, 2013, Data Science for Business, SPD.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	M	S	S	S	M
CO3	S	S	M	M	S
CO4	S	M	S	M	S
CO5	S	S	S	M	S

Key: S-Strong, M-Medium/Moderate, L-low

SEMESTER III	Subject title	subject code	Credit
	ELECTIVE III- CLOUD COMPUTING	PSDEJ	4

COURSE OBJECTIVES

- Demonstrate an understanding of guidelines, principles, and theories influencing cloud computing.
- Recognize how a cloud computing operation will be performed.
- Use the information sources available, and be aware of the methodologies and technologies supporting advances in cloud computing.
- To provide students a sound foundation of Cloud computing so that they are able to start using and adopting Cloud Computing services and tools in their real life scenarios.
- To enable students exploring some important cloud computing driven commercial systems and applications.

SYLLABUS

Unit 1 : UNDERSTANDING CLOUD COMPUTING: Cloud Computing –History of Cloud Computing – Cloud Architecture –Cloud Storage –Why Cloud Computing Matters – Advantages of Cloud Computing – Disadvantages of Cloud Computing –Companies in the Cloud Today –Cloud Services

Unit 2 : DEVELOPING CLOUD SERVICES: Web-Based Application –Pros and Cons of Cloud Service Development –Types of Cloud Service Development –Software as a Service –Platform as a Service-Infrastructure as a service –Web Services –On-Demand Computing – Discovering Cloud Services Development Services and Tools – Amazon Ec2 –Google App Engine –IBM Clouds

Unit 3 : CLOUD COMPUTING FOR EVERYONE: Centralizing Email Communications – Collaborating on Schedules –Collaborating on To-Do Lists –Collaborating Contact Lists – Cloud Computing for the Community – Collaborating on Group Projects and Events – Cloud Computing for the Corporate.

Unit 4 : USING CLOUD SERVICES: Collaborating on Calendars, Schedules and Task Management – Exploring Online Scheduling Applications –Exploring Online Planning and Task Management – Collaborating on Event Management –Collaborating on Contact Management –Collaborating on Project Management –Collaborating on Word Processing - Collaborating on Databases –Storing and Sharing Files

Unit 5 : OTHER WAYS TO COLLABORATE ONLINE: Collaborating via Web-Based Communication Tools – Evaluating Web Mail Services –Evaluating Web Conference Tools – Collaborating via Social Networks and Groupware –Collaborating via Blogs and Wikis

COURSE OUTCOMES

CO1: Define cloud computing, Cloud deployment Models and related concepts and understand the key dimensions of the challenges of Cloud Computing

CO2: Understand how cloud components fit together

CO3: Apply the fundamental concepts in datacenters to understand the tradeoffs in power, efficiency and cost

CO4: Identify resource management fundamentals

CO5: Analyze various cloud programming models and apply them to solve problems on the cloud

RECOMMENDED TEXT BOOKS

- 1) Michael Miller, Cloud Computing: Web-Based Applications That Change the Way YouWork and Collaborate Online, Que Publishing, August 2008.
- 2) Kumar Saurabh, “Cloud Computing –Insights into New Era Infrastructure”, Wiley IndianEdition, 2011.
- 3) Haley Beard, Cloud Computing Best Practices for Managing and Measuring Processes for On-demand Computing, Applications and Data Centers in the Cloud with SLAs, Emereo Pty Limited, July 2008.

REFERENCE BOOKS :

- 1) “Cloud Computing: principles and Paradigms”, Raj Kumar Bunya, James Bromberg, Andrej Kosciusko, Wiley, New York, USA.
- 2) John Rittinghouse & James Ransome, Cloud Computing, Implementation, Management and Strategy, CRC Press, 2010.

David E.Y. Sarna Implementing and Developing Cloud Application, CRC press 2011

Websites :

- www.geeksforgeeks.org
- www.cs.iit.edu
- <https://nptel.ac.in/courses/106105163/>

MAPPING WITH PROGRAMME OUTCOMES

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	M	S	S	S
CO3	S	S	M	S	S
CO4	M	M	S	M	M
CO5	S	S	M	S	M

Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests(2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	Total	25
Practical Papers	Tests 2 out of 3	30
	Attendance	05
	Record	05
	Total	40

Project	Internal Marks(best 2 out of 3 presentations)	20
	Viva-Voce	20
	Project Report	60
	Total	100

Awarding Marks for Attendance (out of 5)

(i) Attendance below 60% = 0 marks, 60 % to 75% = 3 marks, 75 % to 90% = 4 marks and above 90%= 5 marks

(ii) Conducting Practical and Project Viva-voce Examination: By Internal and External Examiners

SEMINARS:

Seminars are assigned to the students based on the topic selected by the course instructor from the syllabus. Students are expected to collect comprehensive notes on the seminar topic from various books and web resources suggested by the course instructor. Students are informed to use various tools to supplement and oral presentation ,such as visual aids, models etc. seminars are usually assigned for topics that can aid students to do self-study and avoid any vagueness related to the topic

EVALUTION STANDARDS FOR SEMINAR:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	1
2	Presentation Skill	1
3	Fluency of language	1
4	Interacting skills & body language	1
5	Tools used to present	1

ASSIGNMENTS:

Assignments are given at both individual as well as group level. Assignments are given not only on topics from the syllabus but also related topics with latest development in the respective fields.

Assignments help students to awaken their creativity skills and help them to practice as well as enhance their knowledge of the subject.

EVALUTION STANDARDS FOR ASSIGNMENTS:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	2
2	Presentation Skill	2
3	Fluency of language & vocabulary usage	1

Question Paper Pattern

Question Paper Pattern for All Semester (University) Examination

SECTION - A		
10 questions Out of 12 questions	10x1	10 Marks
SECTION - B		
5 questions Out of 7 questions	5X5	25 Marks
SECTION - C		
4 questions Out of 6 questions	4X10	40 Marks
	Total	75 Marks



Head of the Department



Principal

ANNA ADARSH COLLEGE FOR WOMEN
DEPARTMENT OF COMPUTER SCIENCE – SHIFT I
PROGRAMME: B.Sc. COMPUTER SCIENCE

LIST OF STAFF MEMBERS

S.No	Name	Designation	Degree
1	Dr.Hannah Vijaykumar	Associate Professor	M.C.A., M.Phil., Ph.D
2	Ms. A.Lakshmi	Associate Professor	M.C.A., M.Phil., SET
3	Ms. A.P.Tharani	Associate Professor	M.Sc., M.Phil
4	Dr.A.Parameswari	Associate Professor	M.Sc., M.Phil, SET., Ph.D
5	Ms.M.Revathy Meenal	Associate Professor	M.C.A., M.Phil
6	Dr.K.Maheswari	Assistant Professor	M.C.A., M.Phil., Ph.D
7	Dr.P.Pakutharivu	Assistant Professor	M.Sc., M.Phil., Ph.D
8	Ms.K.Unnamalai	Assistant Professor	M.Sc., M. Phil
9	Ms.K.Sumathi	Assistant Professor	M.Sc., M.Phil., SET
10	Ms.S.Radha	Assistant Professor	M.C.A., M.Phil
11	Ms.S.Ranjana	Assistant Professor	M.Sc., M.Phil., SET
12	Ms.S.Mahalakshmi	Assistant Professor	M.Sc., M.Phil., SET
13	Ms.M.Anita Rajkumar	Assistant Professor	M.C.A., M.Phil
14	Dr.D.Sasirekha	Assistant Professor	M.Sc., M.Phil., Ph.D

Program Outcomes:

After completing B.Sc. Computer Science Program students will be able to:

PO1: To develop problem solving abilities using a computer.

PO2: To prepare necessary knowledge base for research and development in Computer Science.

PO3: To build the necessary skill set and analytical abilities for developing computer-based solutions for real life problems.

PO4: communicate scientific information in a clear and concise manner both orally and in writing.

PO5: To train students in professional skills related to Software Industry.

PO6: Students have developed their critical reasoning, logic judgment and communication skills.

PO7: Augment the recent developments in the field of IT and relevant fields of Research and Development.

PO8: Enhance the scientific temper among the students so that to develop a research culture and Implementation the policies to tackle the burning issues at global and local level.

Program Specific Outcomes:

PSO1: Students get knowledge and training of technical subjects so that they will be technical professional by learning Python, Java and Data Structure, Web Technology, Relational Database Management, Operating System, Software Engineering, Data Science, Networking, Cloud Computing, Block Chain Technology.

PSO2: Students understand the concepts of software application and projects.

PSO3: Students understand the computer subjects with demonstration of all programming and theoretical concepts with the use of ICT.

PSO4: Development of in-house applications in terms of projects

PSO5: Students will build up programming, analytical and logical thinking abilities.

PSO6: Aware them to publish their work in reputed journals

PSO7: To make them employable according to current demand of IT Industry and responsible citizen.

Course Structure
B.Sc. COMPUTER SCIENCE
SYLLABUS
2022-2023

SEMESTER I

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER I				EXT	CIA	TOTAL
I	Tamil/ Other languages – I	3	3	75	25	100
II	English - I	3	3	50	50	100
III	Core I-Problem Solving using Python	4	3	75	25	100
III	Core I-Problem Solving using Python Lab	3	3	60	40	100
III	Allied I-Mathematics I	5	3	75	25	100
IV	Basic Tamil/Advanced Tamil/Non-Major Elective I	2	3	75	25	100
IV	Soft Skill I	3	3	50	50	100
	Total Credits	23				

SEMESTER II

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER II				EXT	CIA	TOTAL
I	Language – Paper – II	3	3	75	25	100
II	English - II	3	3	50	50	100
III	Core II-Computer Organization	4	3	75	25	100
III	Core II-Computer Organization Lab	3	3	60	40	100
III	Allied II-Mathematics II	5	3	75	25	100
IV	Basic Tamil/Advanced Tamil/Non Major elective II	2	3	75	25	100
IV	Soft Skill II	3	3	50	50	100
	Total Credits	23				

SEMESTER III

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER III				EXT	CIA	TOTAL
I	Language – Paper – II	3	3	75	25	100
II	English - III	3	3	50	50	100
III	Core III-Java and Data Structures	4	3	75	25	100
III	Core III-Data Structures Using Java Lab	3	3	60	40	100
III	Allied III-Physics I/Statistics I	5	3	75	25	100
IV	Soft Skill III	3	3	50	50	100
IV	Environmental studies	Examination will be held in Semester IV				
	Total Credits	23				

SEMESTER IV

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER IV				EXT	CIA	TOTAL
I	Language – Paper – II	3	3	75	25	100
II	English - IV	3	3	50	50	100
III	Core IV-Web technology	4	3	75	25	100
III	Practical IV -Web Technology Lab	3	3	60	40	100
III	Allied IV-Physics II/Statistics II	5	3	75	25	100
IV	Soft Skill IV	3	3	50	50	100
IV	Environmental studies	2	3	75	25	100
	Total Credits	23				

SEMESTER V

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER V				EXT	CIA	TOTAL
III	Core V: Computer Network	4	3	75	25	100
III	Core VI: Operating System	5	3	75	25	100
III	Core VII: Relational Database Management System	4	3	75	25	100
III	Practical V: Operating System Lab	3	3	60	40	100
III	Practical VI : PL/SQL Lab	3	3	60	40	100
III	Elective I	5	3	75	25	100
IV	Value Education	2				
	Total Credits	26				

SEMESTER VI

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER V				EXT	CIA	TOTAL
III	Core VIII: Software Engineering	4	3	75	25	100
III	Core IX: Introduction to Data Science	5	3	75	25	100
III	Core X: Introduction to Cloud Computing	4	3	75	25	100
III	Practical VII: CASE Tools and Testing tools Lab	3	3	60	40	100
III	Elective II	5	3	75	25	100
III	Practical VIII : Mini Project	5	3	60	40	100
V	Extension Activities	1				
	Total Credits	27				

Other Component

- ✓ Seminars
- ✓ Assignments
- ✓ Group Discussion
- ✓ Short Answer tests
- ✓ Problem Solving
- ✓ Quiz

End Semester Examination

TotalMarks:75 Duration: 3Hrs

Section A – $10 \times 2 = 20$ marks (10 out of 12 to be answered)

Section B – $5 \times 5 = 25$ Marks (5 out of 7 to be answered)

Section C – $3 \times 10 = 30$ Marks (3 out of 5 to be answered)

TAMIL/OTHER LANGUAGES-I

SEMESTER I	Subject title	subject code	Credit
	பொதுத்தமிழ்	LA11A	3

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.

மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.

இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தலும் தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்தித் தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தலும் பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைத் தெரிந்து கொள்ளுதலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம்
அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி
அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடு போய்
- 4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
- 5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்
உரைநடை

- 1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.

தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (university of Madras)

➤ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course Part - I Tamil - For I & II Semesters Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

- நாற்காலிக்காரர் - நா.முத்துசாமி
- தமிழ் இலக்கிய வரலாறு பாடம் தழுவியவை
- மொழிப்பயிற்சி

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவி நூல் என்று தனியாக இல்லை.
(Reference book not applicable)

SEMESTER I	Subject title	subject code	Credit
	PRESCRIBED TEXT AND GRAMMAR - I	CLK1S	3

Objectives

In teaching French we aim to -provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France -enable them to comprehend the nuances of the language so they are better equipped to express themselves in French -discover another world , another people , another way of life . -make them more accepting of people who differ from them **Prescribed textbook:** > Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Unité 1 –

Salut! Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 –

Enchanté ! Demander de se présenter - Présenter quelqu'un

Unité 3 –

J'adore ! Exprimer ses goûts - Échanger sur ses projets

Unité 4 –

Tu veux bien ? Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 –

On se voit quand ? Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 –

Bonne idée ! Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills

- to perform well in the University Exams .

Recommend text : Not applicable

SEMESTER I	Subject title	subject code	Credit
	FOUNDATION COURSE IN HINDI	CLE1E	3

COURSE OBJECTIVES:

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

LESSONS PRESCRIBED:

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures,
Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

BOOKS FOR REFERENCE :

1. Karyalayeen Tippaniya :Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi :Dr. Syed Rahamathulla, Poornima Prakashan 4/7, Begum III Street, Royapettah, Chennai – 14.

UNITISED SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints

3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

COURSE OUTCOMES:

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

SEMESTER I	Subject title	subject code	Credit
	ENGLISH-I	LZ11A	3

COURSE OBJECTIVES:

1. To give English language skill practice to students to enhance their English proficiency.
2. To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
3. To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
4. To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
5. To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities.

COURSE OUTCOMES:

1. The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills.
2. Students will heighten their awareness of correct usage of English grammar in writing and speaking.
3. Students will improve their speaking ability in English both in terms of fluency and comprehensibility.
4. Students will give oral presentations and receive feedback on their performance.

5. Students will increase their reading speed and comprehension of academic articles.
6. Students will improve their reading fluency skills through extensive reading.

SYLLABUS

UNIT I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - b. Reading aloud: Reading an article/report
 - c. Journal (Diary) Writing
- #### 3. Study Skills - 1
- a. Using dictionaries, encyclopaedias, thesaurus

Grammar

Context: Naming and Describing Nouns & Pronouns Adjectives

UNIT II

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening

- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information
- 2. Reading and Writing
 - 1. a. Strategies of Reading:
Skimming and Scanning
 - b. Types of Reading
Extensive and Intensive Reading
 - c. Reading a prose passage
 - d. Reading a poem
 - e. Reading a short story
 - 2. Paragraphs: Structure and Types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connections between Ideas: Using Transitional words and expressions
 - g. Types of Paragraphs
 - 3. Study Skills II:
Using the Internet as a Resource
 - a. Online search
 - b. Know the keyword
 - c. Refine your search

d. Guidelines for using the Resources

e. e-learning

resources of

Government of India

f. Terms to know

g. Grammar in Context:

Involving Action-I

Verbs

Concord

UNIT III

1. Listening and Speaking

a. Giving and following instructions

b. Asking for and giving directions

c. Continuing discussions with connecting ideas

2. Reading and writing

a. Reading feature articles (from newspapers and magazines)

b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)

c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

Verbals - Gerund,

Participle, Infinitive

Modals

UNIT IV

1. Listening and Speaking

a. Giving and responding to opinions

2. Reading and writing

a. Note taking

b. Narrative writing – writing narrative

essays of two to three paragraphs

c. Grammar in Context: Tense

Present

Past

Future

UNIT V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information

– Interpretations maps, graphs and pie charts

b. Writing short essays using the language

of comparison and contrast

Grammar in Context: Voice (showing the relationship between Tense and Voice)

SEMESTER I	Subject title	subject code	Credit
	CORE I-PROBLEM SOLVING USING PYTHON	SE21A	4

OBJECTIVES:

- Describe the core syntax and semantics of Python programming language.
- Discover the need for working with the strings and functions.
- Illustrate the process of structuring the data using lists, dictionaries, tuples and sets.

- Understand the usage of packages and Dictionaries.

OUTCOMES:

- To Understand the principles of Python and acquire skills in programming in python
- To develop the emerging applications of relevant field using Python
- Interpret the fundamental Python syntax and semantics and be fluent in the use of Python control flow statements.
- Able to develop simple turtle graphics programs in Python

UNIT – I

Introduction: The essence of computational problem solving – Limits of computational problem solving-Computer algorithms-Computer Hardware-Computer Software-The process of computational problem solving-Python programming language - Literals - Variables and Identifiers - Operators - Expressions and Data types.

UNIT - II

Control Structures: Boolean Expressions - Selection Control - If Statement- Indentation in Python- Multi-Way Selection -- Iterative Control- While Statement- Infinite loops- Definite vs. Indefinite Loops- Boolean Flags and Indefinite Loops. Lists: List Structures - Lists in Python - Iterating over lists in Python.

UNIT - III

Functions: Program Routines- Defining Functions- More on Functions: Calling Value-Returning Functions- Calling Non-Value-Returning Functions- Parameter Passing - Keyword Arguments in Python - Default Arguments in Python-Variable Scope.

UNIT - V

Objects and their use: Software Objects - Turtle Graphics – Turtle attributes-Modular Design: Modules - Top-Down Design - Python Modules - Text Files: Opening, reading and writing text files - String Processing - Exception Handling.

UNIT - V

Dictionaries and Sets: Dictionary type in Python - Set Data type. Object Oriented Programming using Python: Encapsulation - Inheritance – Polymorphism. Recursion: Recursive Functions.

TEXT BOOK:

1. Charles Dierbach, “Introduction to Computer Science using Python - A computational Problem solving Focus”, Wiley India Edition, 2015.

REFERENCE BOOKS:

1. Mark Lutz, “*Learning Python Powerful Object Oriented Programming*”, O’reilly Media 2018, 5th Edition.
2. Timothy A. Budd, “*Exploring Python*”, Tata McGraw Hill Education Private Limited 2011, 1st Edition.
3. Allen Downey, Jeffrey Elkner, Chris Meyers, “*How to think like a computer scientist: learning with Python*”, 2012.
4. Sheetal Taneja & Naveen kumar, “*Python Programming a Modular approach – A Modular approach with Graphics, Database, Mobile and Web applications*”, Pearson, 2017.

5. Ch Satyanarayana M Radhika Mani, B N Jagadesh, “*Python programming*”, Universities Press 2018.

WEB REFERENCES

- <http://interactivepython.org/courselib/static/pythonds>
- <http://www.ibiblio.org/g2swap/byteofpython/read/>
- <http://www.diveintopython3.net/>
- <http://greenteapress.com/wp/think-python-2e/>
- NPTEL & MOOC courses titled Python programming
- http://spoken-tutorial.org/tutorial-search/?search_foss=Python&search_language=English
- <http://docs.python.org/3/tutorial/index.html>

SEMESTER	Subject title	subject code	Credit
I	PRACTICAL I-PROBLEM SOLVING USING PYTHON LAB	SE211	3

OBJECTIVES:

- To implement the python programming features in practical applications.
- To write, test, and debug simple Python programs.
- To implement Python programs with conditionals and loops.
- Use functions for structuring Python programs.
- Represent compound data using Python lists, tuples, dictionaries, turtles, Files and modules.

OUTCOMES:

- Understand the numeric or real life application problems and solve them.
- Apply a solution clearly and accurately in a program using Python.
- Apply the best features available in Python to solve the situational problems.

LIST OF EXERCISES:

1. Program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice.
2. Program to calculate total marks, percentage and grade of a student. Marks obtained in each of the five subjects are to be input by user. Assign grades according to the following criteria:

Grade A: Percentage ≥ 80 Grade B: Percentage ≥ 70 and < 80

Grade C: Percentage ≥ 60 and < 70 Grade D: Percentage ≥ 40 and < 60

Grade E: Percentage < 40

3. Program, to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.
4. Program to display the first n terms of Fibonacci series.
5. Program to find factorial of the given number using recursive function.
6. Write a Python program to count the number of even and odd numbers from array of N numbers.

7. Python function that accepts a string and calculate the number of upper case letters and lower case letters.
8. Python program to reverse a given string and check whether the give string is palindrome or not.
9. Write a program to find sum of all items in a dictionary.
10. Write a Python program to construct the following pattern, using a nested loop

```

1
22
333
4444
55555
666666
7777777
88888888
999999999

```

11. Read a file content and copy only the contents at odd lines into a new file.
12. Create a Turtle graphics window with specific size.
13. Write a Python program for Towers of Hanoi using recursion
14. Create a menu driven Python program with a dictionary for words and their meanings.
15. Devise a Python program to implement the Hangman Game.

SEMESTER I	Subject title	subject code	Credit
	ALLIED I- MATHEMATICS I	SM3AA	5

COURSE OBJECTIVES:

1. To enable students to learn basic concepts of Algebra and Numerical methods.
2. To enable students to understand Matrices and Theory of equations.
3. To learn circular, hyperbolic and inverse hyperbolic functions and to understand differential calculus and its applications.

Unit1

Algebra And Numerical Methods:

Algebra: Summation of series - simple problems.

Numerical Methods: Operators E, Δ, ∇ , difference tables- Newton-Raphson method- Newton's

forward and backward interpolation formulae for equal intervals, Lagrange's interpolation formula.

Chapter 2, Section 2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter 3, Section 3.4.1 and Chapter 5, Section 5.1 and 5.2.

Chapter 2, Section 2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter 3, Section 3.4.1 and Chapter 5, Section 5.1 and 5.2.

Unit 2

Matrices: Symmetric, Skew-Symmetric, Orthogonal, Hermetian, Skew-Hermetian and Unitary matrices. Eigen values and Eigen-vectors, Cayley-Hamilton theorem (without proof) – verification- Computation of inverse of matrix using Cayley - Hamilton theorem.

Chapter 4, Section 4.1.1 to 4.1.6, 4.5, 4.5.2, 4.5.3.

Unit 3

Theory Of Equations: Polynomial equations with real coefficients, irrational roots, complex roots, symmetric functions of roots, a transformation of the equation by increasing or decreasing roots by a constant, reciprocal equation-simple problems.

Chapter 3, Section 3.1 to 3.4.1(omit section 3.2.1)

Unit 4

Trigonometry: Expansions of $\sin(n\theta)$ and $\cos(n\theta)$ in a series of powers of $\sin\theta$ and $\cos\theta$ - Expansions of $\sin^n\theta$, $\cos^n\theta$, $\tan^n\theta$ in a series of sines, cosines and tangents of multiples of " θ " - Expansions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ in a series of powers of " θ " – Hyperbolic and inverse hyperbolic functions .

Chapter 6, Section 6.1 to 6.3.

Unit 5

Differential Calculus: Successive differentiation, n^{th} derivatives, Leibnitz theorem (without proof) and applications, Jacobians, Curvature and radius of curvature in Cartesian co-ordinates, maxima and minima of functions of two variables- Simple problems

Chapter 1, Section 1.1 to 1.3.1 and 1.4.3.

COURSE OUTCOMES:

1. Student gain knowledge to find the summation of series and to solve problems in Numerical methods.
2. Student will be able to find the Eigen values, Eigen vectors, apply Cayley Hamilton theorem to find inverse of a Matrix, Powers of a Matrix and to solve polynomial equations.
3. Student will be able to evaluate circular, Hyperbolic, inverse hyperbolic functions and to find higher derivatives of functions and its applications

Content and treatment as in Allied Mathematics, Volume I and II, by P. Duraipandian and S. Udayabaskaran, S. Chand Publications

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S.Viswanathan Printers 1986 Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.themathpaage.com>
2. <http://nptel.ac.in>
4. To Evaluate circular and Hyperbolic and inverse hyperbolic functions and their powers.
5. To find higher derivatives of functions and its applications.

SEMESTER I	Subject title	subject code	Credit
	அடித்தளப்படிப்பு - பகுதி - I தமிழ்	NLT1C	2

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும்

நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ் மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ் மொழியின் சொல் வகை, தொடரமைப்பு, தமிழில் எண்ணுப்பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ள வைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம் - முதல் பருவம் (SYLLABUS)

அலகு - 1.

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய் எழுத்து, 3. உயிர் மெய் எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல், 2. வினை சொல், 3. இடை சொல், 4. உரிச் சொல்

அலகு -3.

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப் பொருள்

அலகு -4.

பிழை நீக்கம்

1. ஒற்றுப் பிழை, 2. எழுத்துப் பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப் பெயர்கள், வாழ் இடங்களும்,
பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவு முறைகள்-சுவை-
காய்கள்-பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

இந்தப் பாடத்தினால் வேற்றுப்புல மாணவர்கள்
தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேச முடியும். தமிழ்
மொழியிலுள்ள சிறு சிறு படைப்புகளைப் பார்த்து இலக்கிய
இன்பம் பெறமுடியும். தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு
வழிகாட்டி இன்றிப் போய் வருதல்.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத்
தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை
நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக
இல்லை. (Reference book not applicable)

SEMESTER I	Subject title	subject code	Credit
	சிறப்புத்தமிழ் - முதல் பருவம்	TLT1C	2

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ் மொழியை முழுமையாக அறிந்து கொள்ளாத கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும் நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

IV.இலக்கியம்

V.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

VI.மொழிப் பயிற்சி

அலகு -1

நாட்டுப் புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு -2

புனை கதை

1.”கட்டை விரல்”-சி.என்.அண்ணாதுரை

அலகு -3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள்-அப்துல் ரகுமான்

அலகு - 4.

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

இப்பாடத்தைப் படிப்பதால் தமிழ் மொழியின் இலக்கியஇன்பம், சொல் வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

SEMESTER I	Subject title	subject code	Credit
	Basics of Retail Marketing	CC5AD	2

Course Objectives

1. To enable the students to understand the concepts of retail marketing
2. To teach the students on aspects branding and labeling in retail trade

UNIT – I

Retailing – Definition – Retail Marketing – Growth of organized retailing in India – Importance of retailing.

UNIT – II

Functions of Retailing – characteristics of Retailing – Types of Retailing – store retailing – Non-store retailing

UNIT – III

Retail location factors – Branding in retailing – private labeling – Franchising concept.

UNIT – IV

Communication tools used in Retailing – Sales promotion, e-tailing- window display

UNIT - V

Supply chain management – definition – importance – Role of information Technology in retailing.

TEXT BOOKS

- 1.P.K Madhavan – Introduction to Retailing –Vijay Nicole Imprints Private Limited ,Chennai.
2. John J.Coyle , C. John Langley .JR., Robert A. Novack , Brian J.Gibson – Supply Chain Management A Logisticss Perspective – CENGAGE , New Delhi
- 3.Joel D.Wisner , Keah – Choon Tan , G.Keong Leong – Principles of Supply Chain Management A Balanced Approach– CENGAGE, New Delhi

REFERENCE BOOKS:

1. Modern Retail Management – J.N.Jain & P.P.Singh Regal Publications , New delhi
2. Retail Management – Suja Nair, Himalaya Publishing house.

COURSE OUTCOME:

- Equip the students to get the knowledge of retail marketing and its segmentation.

- To make the students understand the significance of retail marketing and the functions performed by it.
- To highlight the importance of Supply Chain Management and the role played by Information Technology in the field of retail marketing.

SEMESTER I	Subject title	subject code	Credit
	ENGLISH FOR PHYSICAL SCIENCES	PZ1SA	3

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension • Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar SYLLABUS

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart. Speaking:

Role play (formal context)

Reading: Skimming/Scanning

Reading passages on products, equipment and gadgets. Writing:
Process Description –Compare and Contrast Paragraph-Sentence
Definition and Extended definition Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information. Speaking:

Making presentations (with PPT- practice). Reading: Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence,

Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

SEMESTER II	Subject title	subject code	Credit
	பொதுத்தமிழ் - முதலாம் ஆண்டு -இரண்டாம்பருவம்	LA12A	3

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்) பாடத்திட்டத்தின் பயன்கள்

பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல். பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.

தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

SEMESTER II	Subject title	subject code	Credit
	Foundation Course: Paper II- Prescribed text and grammar-II	CLK2T	3

Objectives :

In teaching French we aim to provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France -enable them to comprehend the nuances of the language so they are better equipped to express themselves in French -discover another world , another people , another way of life . -make them more accepting of people who differ from them Prescribed textbook: > Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text - Not applicable

SEMESTER	Subject title	subject code	Credit
I	FOUNDATION COURSE IN HINDI	CLE2G	2

I. COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

II. COURSE OUTCOMES:

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Enculcating the habit of book reading to gain knowledge of vocabularies.

UNIT – I

1. Aurazzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

BOOKS FOR REFERENCE:

1. PrayojanMoolakHindi: Dr. Syed RahamathullaPoornimaPrakashan, 4/7, Begum III Street, Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha

SEMESTER II	Subject title	subject code	Credit
	COMMUNICATIVE-ENGLISH-II	LZ12A	3

LEARNING OBJECTIVES:

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers’ spoken language to enable students to recognize native speakers’ accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

LEARNING OUTCOMES:

- The course seeks to develop the students’ abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading

SYLLABUS:

UNIT I

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

Adverbs Prepositions

UNIT II

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
- b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

. Idioms & Phrases

Grammar in Context Conjunctions and Interjections

UNIT III

1. Listening and Speaking

a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations , Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

Grammar in Context: Sentence Patterns

UNIT V

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

a. Collocation

Grammar in Context: Working with Clauses.

SEMESTER	Subject title	subject code	Credit
II	CORE II- COMPUTER ORGANIZATION	SE22A	4

OBJECTIVES:

- To understand the basic organization of computers and the working of each component and CPU
- To bring the programming features of 8085 Microprocessor and know the features of latest microprocessors.
- To understand the principles of Interfacing I/O devices and Direct Memory accesses

OUTCOMES:

- Describe the major components of a computer system and state their function and purpose
- Describe the microstructure of a processor
- Demonstrate the ability to program a microprocessor in assembly language.
- Classify and describe the operation DMA and peripheral Interfaces.

UNIT - I

Data representation: Data types – Complements- fixed point and floating point representation other binary codes. Register Transfer and Microoperations: Register transfer language- Register transfer- Bus and Memory transfers – Arithmetic, logic and shift micro operations.

UNIT - II

Central processing unit: General register and stack organizations- instruction formats - Addressing modes- Data transfer and manipulation - program control- RISC - Pipelining - Arithmetic and instruction- RISC pipeline - Vector processing and Array processors.

UNIT - III

Microprocessor Architecture and its Operations - 8085 MPU - 8085 Instruction Set and Classifications. Programming in 8085: Code conversion - BCD to Binary and Binary to BCD conversions - ASCII to BCD and BCD to ASCII conversions - Binary to ASCII and ASCII to Binary conversions.

UNIT - IV

Programming in 8085:BCD Arithmetic - BCD addition and Subtraction - Multibyte Addition and Subtraction - Multiplication and Division. Interrupts: The 8085 Interrupt – 8085 Vectored Interrupts –

UNIT - V

Direct Memory Access(DMA)and 8257 DMA controller - 8255A Programmable Peripheral Interface. Basic features of Advanced Microprocessors - Pentium - I3 , I5 and I7

TEXT BOOKS:

1. M.M. Mano, "Computer System architecture". Pearson, Third Edition, 2007
2. R. S. Gaonkar- "Microprocessor Architecture- Programming and Applications with 8085"- 5th Edition- Penram- 2009.
3. Tripti Dodiya & Zakiya Malek, "Computer Organization and Advanced Microprocessors", Cengage Learning, 2012.

REFERENCE BOOKS:

1. Mathur- "Introduction to Microprocessor"- 3rd Edition- Tata McGraw-Hill-1993.
2. P. K. Ghosh and P. R. Sridhar- "0000 to 8085: Introduction to Microprocessors for Engineers and Scientists"- 2nd Edition- PHI- 1995.
3. NagoorKani- "Microprocessor (8085) and its Applications"- 2nd Edition- RBA Publications- 2006.
4. V. Vijayendran- "Fundamentals of Microprocessors – 8085"- S. Viswanathan Pvt. Ltd.- 2008.

WEB REFERENCES:

- NPTEL & MOOC courses titled Computer organization
- <https://nptel.ac.in/courses/106105163/>
- <https://nptel.ac.in/courses/106103068/>

SEMESTER	Subject title	subject code	Credit
II	PRACTICAL II-COMPUTER ORGANIZATION LAB	SE221	3

OBJECTIVES:

- To understand the programming features and operations of assembly language programs using 8085 microprocessor kit or Simulator

OUTCOMES:

- Implement the arithmetic operations in assembly language programming
- Understand the programming logic of 8085 in various aspects

LIST OF EXERCISES:

I : Addition and Subtraction

1. 8 - bit addition
2. 16 - bit addition
3. 8 - bit subtraction
4. BCD subtraction

II : Multiplication and Division

1. 8 - bit multiplication
2. BCD multiplication
3. 8 - bit division

III: Sorting and Searching

1. Searching for an element in an array.
2. Sorting in ascending order.
3. Finding largest and smallest elements from an array
4. Reversing array elements
5. Block move
6. Sorting in descending order

IV: Code Conversion

1. BCD to Hex and Hex to BCD
2. Binary to ASCII and ASCII to binary
3. ASCII to BCD and BCD to ASCII

V: Applications

1. Square of a single byte Hex number
2. Square of a two digit BCD number
3. Square root of a single byte Hex number
4. Square root of a two digit BCD number

SEMESTER	Subject title	subject code	Credit
II	ALLIED II-MATHEMATICS II	SM3AE	5

COURSE OBJECTIVES:

1. Enable the students to know Integration using Recurrence relation and Fourier series for circular functions.
2. To understand Differential equations, Laplace transforms and its applications
3. To know the derivatives in Vector and Vector integration.

Unit 1

Integral Calculus: Bernoulli's formula – Reduction formulae-, $\int x^m (a+bx)^n dx$, (m,n being positive integers), Fourier series for functions in $(0, 2\pi)$, $(-\pi, \pi)$.

Chapter 2: Section 2.7 & 2.9, Chapter 4: Section 4.1.

Unit 2

Differential Equations: Ordinary Differential Equations: second-order non-homogeneous differential equations with constant coefficients of the form $ay'' + by' + cy = X$ where X is of the form e^{ax} or $\sin ax$ or $\cos ax$ -Related problems only.

Partial Differential Equations: Formation, complete integrals and general integrals, four standard types and solving Lagrange's linear equation $Pp + Qq = R$.

Chapter 5: Section 5.2.1, Chapter 6: Section 6.1 to 6.4

Unit 3:

Laplace Transforms: Laplace transformations of standard functions and simple properties, inverse Laplace transforms, Application to solution of linear differential equations up to second order- simple problems.

Chapter 7: Section 7.1.1 to 7.1.4 & 7.2 to 7.3

Unit 4:

Vector Differentiation: Introduction, Scalar point functions, Vector point functions, Vector differential operator Gradient, Divergence, Curl, Solenoidal, irrotational, identities.

Chapter 8, Section 8.5 to 8.6.3.

Unit 5:

Vector Integration: Line, surface and volume integrals, Gauss, Stoke's and Green's theorems (without proofs). Simple problems on these.

Chapter 8, Section 8.5 to 8.6.3.

COURSE OUTCOMES:

1. Students will be able to apply reduction formulae to evaluate integrals and to find Fourier series of a given periodic function.
2. Student will be able to solve differential equations and to apply Laplace transform to solve differential and integral equations.
3. To find derivatives of vector functions and to evaluate Line, surface and Volume integrals using Greens, Stokes & Gauss divergence theorem and verifying the same.

Content and treatment as in Allied Mathematics, Volume I and II, P. Duraipandian and S. Udayabaskaran, S. Chand Publications.

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr.A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.sosmath.com>
2. http://www.anlyzemath.com/Differential_Equations/applications.html

SEMESTER	Subject title	subject code	Credit
II	அடிப்படைத்தமிழ் - இரண்டாம்பருவம்	NLT2D	2

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ் மொழியிலுள்ள சிறு சிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறு கதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச் சூடி(1-12), 2. கொன்றை வேந்தன்(1-8),

3. திருக்குறள்(5)

1. அகர முதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34), 4. கற்க கசடறக்..... (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக் கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ.தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்-

சுற்றுலாத்தலங்கள்- அலுவலகப் பெயர்கள்

இ.பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ் மொழியின் சிறப்பினையும் மொழிவளத்தையும் அறிந்து கொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக்கூறுகளை உணர்ந்து கொள்ளுதல்

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

SEMESTER	Subject title	subject code	Credit
II	சிறப்புத்தமிழ் - இரண்டாம்பருவம்	TLT2D	2

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்க கால செய்யுள் முதல் தற்கால புதுக்கவிதை வரை உள்ள ஒருசில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

VII.இலக்கியம்

VIII.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

IX.மொழிப் பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -

கனியன்பூங்குன்றனார்

ஈ. திருக்குறள் - வான் சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி - உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஒ. பாரதியார்- நல்லதோர்வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப் பகுதியைத் தமிழாக்கம் செய்தல்
பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

தமிழ் மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல்.
தமிழ் மக்களின் பண்பாட்டைக் கால வாரியாக உணர்ந்து
கொள்ளுதல். மொழிபெயர்ப்புத்துறையிலும் செயலாற்ற முடியும்
பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத்
தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை
நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக
இல்லை. (Reference book not applicable)

SEMESTER II	Subject title	subject code	Credit
	BASICS OF BUSINESS INSURANCE	CC5AB	2

Course Objectives :

1. To enable the students to understand the concepts and the types of Insurance.
2. To sensitize the students on the role of Government in insurance business and IRDA Act.

Unit – I

Introduction to Insurance – Type of Insurance – Principles of Insurance.

Unit – II

Salient features of IRDA Act – Administration of IRDA Act – Regulatory measures of IRDA

Unit – III

Life insurance products – Term, Whole life, Endowment.

Unit – IV

Introduction to general Insurance – fire, marine and motor insurance.

Unit – V

Government and insurance companies – LIC India- private players in Insurance in India.

Text Books:

1. M.N.Mishra – Insurance, Principles and practice, S. Chand & Co. Ltd., New Delhi
2. Dr.N.Premavathy – Elements of Insurance, Sri Vishnu Publications, Chennai. Dr.A.Murthy – Elements of Insurance, Margham Publications, Chennai .

References:

1. Nalini Prava Tripathy, Prabir Paal – Insurance Theory & Practice, Prentice Hall of India
- Anand Ganguly – Insurance Management, New Age International Publishers.

COURSE OUTCOME

- Students understand the concepts and the types of Insurance and knows the role of Government in insurance business.
- The IRDA Act- its role in regulating the insurance sector.
- The various types of life and general insurance available to suit the varied requirements of individuals and the business sector.

SEMESTER II	Subject title	subject code	Credit
	ENGLISH FOR PHYSICAL SCIENCES - II	PZ1SC	3

OBJECTIVES

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

COURSE OUTCOMES

At the end of the course, learners will be able to,

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions)

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related) Reading: Selected sample of Web Page

(subject area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based Reading : Essay on Creativity and Imagination (subject based) Writing – Basic Script Writing for short films (subject based) 2 - Creating blogs, flyers and brochures (subject based) - Poster making – writing slogans/captions (subject based)

Unit 5- Workplace Communication & Basics of Academic

Writing Speaking: Short academic presentation using PowerPoint Reading &

Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing

Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis) Capitalization (use of upper case)

SEMESTER	Subject title	subject code	Credit
III	பொதுத்தமிழ்	LA13A	3

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிறுநிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிறுநிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல்.

இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

பாடப் பகிர்வு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு I

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் ‘கற்றாங்கு’ எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்

5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு 2

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள்

அலகு 3

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநாதர் – விநாயகர் துதி – “நினது திருவடி...” எனத் தொடங்கும் 5 ஆம் பாடல்

அலகு 4

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள் (பெண்மதி மாலை)

அலகு 5

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

III மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.

சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.

நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல்.

தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

❖ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு

ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses.

2021 - 2022 onwards.

❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

SEMESTER	Subject title	subject code	Credit
III	Ancient Poetry and Introduction to Hindi	CLE3H	3

Prescribed Text Book : Selections in Poetry (2007)

*University
Publications
University of
Madras .*

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

2. Introduction to Hindi Literature (up to

Reethikaal)Lessons Prescribed :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
1. ChandBaradai 2. Vidhyapathi and their Works
2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works
3. Literary Trends of Reethikaal – Important Poets :
1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.

2. Hindi Sahithya Yug Aur
PravrithiyaBy:
Dr. SivakumarVarma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

COURSE OUTCOMES:

- 1.Understanding the role played by the poets of Bhakthi cult in literature and society.
- 2.Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
- 3.Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.

4.Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.

5.Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.

6.Knowledge about the Idolless worship and Prem Marga cult of literature .

7.Knowledge about the Histry of Hindi Litratue upto Reethi Kaal.

SEMESTER	Subject title	subject code	Credit
III	Translation, Comprehension and Grammar- I	CLK3V	3

Objectives

In teaching French we aim to -provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France -enable them to comprehend the nuances of the language so they are better equipped to express themselves in French -discover another world , another people , another way of life .-make them more accepting of people who differ from them .Prescribed textbook:K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, SamhitaPublications-Goyal Publisher & Distributors Pvt Ltd, 2017

Syllabus :

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

SEMESTER III	Subject title	subject code	Credit
	LANGUAGE THROUGH LITERATURE – I	LZ13B	3

COURSE OBJECTIVES:

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self- development

To help absorb the values, ethics and attitudes of life and culture expressed in literature

SYLLABUS:

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Ethics	1.1 Humanities vs Sciences <i>S. Radhakrishnan</i>	Vocabulary skills <ul style="list-style-type: none"> • Etymology • Etymological derivation of words Grammar skills <ul style="list-style-type: none"> • Tenses • The simple present vs the present continuous tense

	Worksheet 1.1	<ul style="list-style-type: none"> The simple past vs present perfect tense
Learning	1.2 Wings of Fire (An Extract) <i>A. P. J. Abdul Kalam</i>	Vocabulary skills <ul style="list-style-type: none"> One-word substitutes / meanings of expressions Grammar skills <ul style="list-style-type: none"> Combining sentences
	Worksheet 1.2	
Society	1.3 On the Rule of the Road <i>A. G. Gardiner</i>	Vocabulary skills <ul style="list-style-type: none"> Some literary devices Word association Grammar skills <ul style="list-style-type: none"> Error identification Types of questions: Wh- and Yes/No
	Worksheet 1.3	

UNIT 2: POETRY[12 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Values	2.1 Leisure <i>W. H. Davies</i>	Vocabulary skills <ul style="list-style-type: none"> Content words and function words Compound words Grammar skills <ul style="list-style-type: none"> Punctuation Use of punctuation marks Conversion of sentences <ul style="list-style-type: none"> Active and passive voice Reported speech
	Worksheet 2.1	

Science	2.2 The Secret of the Machines <i>Rudyard Kipling</i>	Vocabulary skills <ul style="list-style-type: none"> • Commonly confused words • Prefixes and suffixes • Negative prefixes
	Worksheet 2.2	
		Grammar skills <ul style="list-style-type: none"> • Conversion of word class
Environment	2.3 Water <i>Ralph Waldo Emerson</i>	Vocabulary skills <ul style="list-style-type: none"> • Homophones • Homonyms • Homographs Grammar skills <ul style="list-style-type: none"> • Gerunds • Participles
	Worksheet 2.3	
Sports	2.4 Casey at the Bat <i>Earnest Lawrence Thayer</i>	Vocabulary skills <ul style="list-style-type: none"> • Completing words Grammar skills <ul style="list-style-type: none"> • Phrasal verbs
	Worksheet 2.4	
Satire	2.5 Very Indian Poem in Indian English <i>Nissim Ezekiel</i>	Vocabulary skills <ul style="list-style-type: none"> • Metonymy Grammar skills <ul style="list-style-type: none"> • Integrated grammar activities • Cloze test
	Worksheet 2.5	

UNIT 3: SHORT STORIES[15 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Attitude	3.1	Pronunciation <ul style="list-style-type: none"> • Tongue twisters • Pronouncing words of foreign origin • Using a dictionary to understand pronunciation
	Witches' Loaves <i>O. Henry</i>	
	Worksheet 3.1	
Fantasy	3.2	Writing skills <ul style="list-style-type: none"> • Descriptive writing • Narrative writing • Writing long essays
	The Country of the Blind <i>H. G. Wells</i>	
	Worksheet 3.2	
Humour	3.3	Writing skills <ul style="list-style-type: none"> • Converting a story into a play
	The Boy Who Broke the Bank <i>Ruskin Bond</i>	
	Worksheet 3.3	
Social Justice	3.4	Writing skills <ul style="list-style-type: none"> • Filling forms • Letter writing
	The Squirrel <i>Ambai</i>	
	Worksheet 3.4	

UNIT 4: NON-FICTION[14 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine <i>John Thornhill</i>	Writing skills • Writing blogs • Creating vlogs
	Worksheet 4.1	
Social Media	4.2 Facebook Is Making Us Miserable <i>Daniel Gulati</i>	Writing skills • Writing emails
	Worksheet 4.2	
Culture	4.3 One World One Culture <i>Kenneth J. Pakenham, Jo McEntire, Jessica Williams</i>	Writing skills • Résumés • Cover letters • Format of a cover letter Speaking skills • Introduction to job interviews
	Worksheet 4.3	
Food and Nutrition	4.4 Portion Size is the Trick!!! <i>Ranjani Raman</i>	Writing skills • Argumentative essays
	Worksheet 4.4	

UNIT 5: SCENES FROM SHAKESPEARE[14 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Nature	5.1 The Merchant of Venice [Act IV, Scene I; Lines 170–419]	Writing skills <ul style="list-style-type: none"> • Recreating a court scene • Role play
	Worksheet 5.1	
	5.2 Henry IV Part I [Act II, Scene 4]	Writing skills <ul style="list-style-type: none"> • Creating a webpage
	Worksheet 5.2	
Formative Assessment [5 Hours]		Unit- end Assessment Tasks I- V

LEARNING OUTCOMES:

After completing the course, the students will be able to

- reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- become aware of commonly occurring errors and avoid committing them in language use
- rewrite words and sentences by changing their forms and use them appropriately
- show improvement in their pronunciation
- attempt different kinds of writing – essays, emails, blogs, letters etc
- prepare resumes to face interviews
- convert short stories into plays or skit
- role play the scenes and make a dramatic presentation of the scenes
- create a webpage for themselves and others

show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres.

SEMESTER III	Subject title	subject code	Credit
	CORE III-JAVA AND DATA STRUCTURE	SE23A	4

OBJECTIVES:

- To enable the students to learn the basic concepts of Java programming
- To use class and objects to create applications
- To have an overview of interfaces, packages, multithreading and exceptions.
- To familiarize students with basic data structures and their use in algorithms.

OUTCOMES:

- Students will be able to develop Java Standalone applications and Applets.
- Choose the appropriate data structure for modeling a given problem.

UNIT - I

History and Evolution of Java - Features of Java - Object Oriented Concepts – Bytecode - Lexical Issues - Data Types – Variables- Type Conversion and Casting- Operators - Arithmetic Operators - Bitwise - Relational Operators - Assignment Operator - The conditional Operator - Operator Precedence- Control Statements – Arrays.

UNIT - II

Classes - Objects - Constructors - Overloading method - Static and fixed methods - Inner Classes - String Class- Overriding methods - Using super-Abstract class - this keyword – finalize() method – Garbage Collection.

UNIT - III

Packages - Access Protection - Importing Packages - Interfaces - Exception Handling - Throw and Throws-The Java Thread Model- Creating a Thread and Multiple Threads - Thread Priorities Synchronization-Inter thread Communication - Deadlock - Suspending, Resuming and stopping threads – Multithreading-I/O Streams - File Streams - Applets .

UNIT - IV

Abstract Data Types(ADTs)-List ADT-Array based implementation-linked list implementation-singly linked list-doubly linked list-circular linked list-Stack ADT operations-Applications-Evaluating arithmetic expressions-Conversion of infix to postfix expression-Queue ADT-operations-Applications of Queues.

UNIT - V

Trees-Binary Trees- representation - Operations on Binary Trees- Traversal of a Binary Tree -Binary Search Trees, Graphs-Representation of Graphs - Traversal in Graph -Dijkstra's Algorithm, Depth-First vs Breadth-First Search.

TEXT BOOKS:

1. E.Balagurusamy,” *Programming with Java: A Primer*”, Tata McGraw Hill 2014, 5th Edition.
2. Mark Allen Weiss, “*Data Structures and Algorithms Analysis in C++*”, Person Education 2014, 4th Edition.

REFERENCES:

1. Herbert Schildt, “*JAVA 2: The Complete Reference*”, McGraw Hill 2018, 11th Edition.
2. Aho, Hopcroft and Ullman, “*Data Structures and Algorithms*”, Pearson Education 2003.
3. S. Sahni, “*Data Structures, Algorithms and Applications in JAVA*”, Universities Press 2005, 2nd Edition

WEB REFERENCES:

- NPTEL & MOOC courses titled Java and Data Structures
- <https://nptel.ac.in/courses/106106127/>
- <https://nptel.ac.in/courses/106105191/>

SEMESTER III	Subject title	subject code	Credit
	PRACTICAL III-DATA STRUCTURE USING JAVA LAB	SE231	3

OBJECTIVES:

- To implement linear and non-linear data structures
- To understand the different operations of search trees
- To implement graph traversal algorithms

OUTCOMES:

- Write functions to implement linear and non-linear data structure operations.
- Suggest appropriate linear and non-linear data structure operations for solving a given problem.

LIST OF EXERCISES:

1. Write a Java program to implement the Stack ADT using a singly linked list.
2. Write a Java program to implement the Queue ADT using a singly linked list.
3. Write a Java program for the implementation of circular Queue.
4. Write a Java program that reads an infix expression, converts into postfix form

5. Write a Java program to evaluate the postfix expression (use stack ADT).
6. Write a Java program to an Insert an element into a binary search tree.
7. Write a Java program to delete an element from a binary search tree.
8. Write a Java program to search for a key element in a binary search tree.
9. Write a Java program for the implementation of BFS for a given graph.
10. Write a Java program for the implementation of DFS for a given graph

SEMESTER III	Subject title	subject code	Credit
	ALLIED III - STATISTICS I	SP3AA	5

Learning Outcomes: Upon finishing this course, students will be able to

1. Know the uses of statistics in society
2. Organize, manage and present data
3. Analyze the statistical data graphically using frequency distribution and cumulative frequency distribution.
4. Analyze statistical data using measures of central tendency, dispersion and location.
5. To understand correlation between continuous variables and association between categorical variables.

Course Content:

UNIT-I: Methods of collection: Complete enumeration – Sample Survey - Primary data - Secondary data sources - Types of variables. Norminal, ordinal and scale data. Presentation of Data: Presentation of data by tables - construction of tables (Univariate and Bivariate) – frequency table and contingency table

UNIT-II: Diagrammatic presentation: Line diagram, Bar diagrams: Simple, multiple, subdivided and Percentage-Pie chart, comparative pie chart - Graphical representation of a frequency distribution by histogram and frequency polygon and Ogives

UNIT-III: Analysis of Data (Univariate): Measures of central tendency: Arithmetic mean Median and Mode choice of an average-characteristic of a good average.

UNIT-IV: Measures of dispersion: Range-Quartile deviation-mean deviation - standard deviation - relative measures of dispersion - Coefficient of Variance

UNIT-V: Analysis of Data (Bivariate): Correlation- Scatter plot-coefficient of correlation Pearson's Correlation Coefficient, Spearmen's rank correlation coefficient-correlation coefficient for bivariate frequency table- Association of attributes: Chi-square test of independence of attributes

Suggested Readings:**Books for study:**

1. Gupta, S.C and Kapoor, V. K (2002), *Fundamentals of Mathematical Statistics*, Sultan Chand and Sons, New Delhi.
2. Goon A.M., Gupta M.K. and Dasgupta B. (2002): *Fundamentals of Statistics*, Vol. I & II, 8th Edn. The World Press, Kolkata.
3. Irwin Miller, Marylees Miller (2006): *John E. Freund's Mathematical Statistics with Applications*, (7th Edn.), Prentice Hall International INC.
4. Mood, A.M. Graybill, F.A. and Boes, D.C. (2007): *Introduction to the Theory of Statistics*, 3rd Edn., (Reprint), Tata McGraw-Hill Pub. Co. Ltd

Books for reference:

1. Saxena H.C.: *Elementary Statistics*. S. Chand & Co., 2009.

SEMESTER III	Subject title	subject code	Credit
	SOFT SKILL III	PSSEC	3

LEARNING OBJECTIVES:

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

SYLLABUS:**UNIT- I:** Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- I I: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger

7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

LEARNING OUTCOME:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

SEMESTER	Subject title	subject code	Credit
IV	பொதுத்தமிழ் - இரண்டாம் ஆண்டு - நான்காம் பருவம்	LA14A	3

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக்காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப்பின்னணியையும் வாழ்க்கைக்கூறுகளையும் கற்பதால் கலை இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல். கற்பனை வளமும் சிந்தனைத்திறமும்

இலக்கியச்சுவையும் உடைய நீண்ட புனைவே காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமயஅறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளமையை விளக்கிக் கூறுதல்.

சிறுநிலக்கியங்கள் பாடுபொருளுக்கேற்ப படைக்கப்பட்டுள்ளமையை உணரவைத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கலைச்சொற்களை அறிமுகப்படுத்திப் புதிய கலைச்சொற்களை உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகளை வெளிகொணரும் வகையில் சிறுகதை, புதுக்கவிதை போன்றவற்றைப் படைக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு 1

1. சிலப்பதிகாரம் – ஊர் காண் காதை (முழுமையும்)
2. மணிமேகலை – பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு 2

1. சீவக சிந்தாமணி – ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி – 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு 3

1. கம்பராமாயணம் – குகப்படலம்
2. பெரியபுராணம் – மெய்ப்பொருள் நாயனார் புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி – வளன் சனித்த படலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் – சப்பாணி பருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

II இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

III மொழித் திறனறிதல்

- i. கலைச்சொற்கள்
 - ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை
- பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள் போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

பாடநூல்:

- ♦ சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப் படிப்பு - பகுதி - I தமிழ்
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு
ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
தாள் - I - செய்யுள் திரட்டு
Foundation Course
Part - Tamil - For I & II Semesters
Common to all undergraduate course and FiveYear Integrated postgraduate courses.
(2021 - 2022 onwards.)
- ♦ தமிழ் இலக்கிய வரலாறு
- ♦ மொழிப்பயிற்சி

Reference book

- ♦ தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று
தனியாக இல்லை. (Reference book not applicable)

SEMESTER	Subject title	subject code	Credit
IV	TRANSLATION, COMPREHENSION AND GRAMMAR-L	CLK4W	3

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Grammar components:

Le passé simple

Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)

L'expression de la cause

L'expression de la conséquence

L'expression du but

L'expression de la concession

L'expression de la condition et de l'hypothèse

Outcome :

Learners are able

to comprehend and express themselves well

to have an interest to look into another world

to improve communication skills

to perform well in the University Exams

Recommend text – not applicable

SEMESTER	Subject title	subject code	Credit
IV	Modern Poetry and Introduction to Hindi Literature	CLG4J	3

COURSE OBJECTIVES:

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhu nic Kaal .
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge if Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.

5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Influence of British rule on Indian society.

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
- 7.

2. Introduction to Hindi Literature (Aadhunik Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
2. Hindi Sahithya Yug Aur PravritiyaBy:
Dr. Sivakumar Varma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunika Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunika Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.

6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.

7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

SEMESTER III	Subject title	subject code	Credit
	Language through Literature - II	LZ14B	3

COURSE OBJECTIVE:

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self-expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self- development
- To help absorb the values, ethics and attitudes of life and culture expressed in literature

SYLLABUS:

UNIT 1 : History Makers		
THEME	TEXTS	WRITING SKILLS
	1.1 My Experience with ALS By Stephen Hawking	<ul style="list-style-type: none"> • Gathering details and information – Brainstorming • Listing events and experiences • Creating Mind Map • Pre-Writing, Writing and Rewriting/ Revising
	1.2 Vikram Sarabhai	Writing

		Autobiographical and Memoirs (Writing about one's own personality) • Biographical, personalities
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UNIT 2 : Self Help Essays		
THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)
	2.1 Attitude by Margaret Atwood	<ul style="list-style-type: none"> • Journal Writing • Social events • Festivals • Sports
	2.2 Creativity By Edward de Bono.	<ul style="list-style-type: none"> • Travel writing , • Preparing Itineraries • Natural calamities, • Environment
UNIT 3 : Contemporary Writings from India		
THEME	TEXTS	Critical / Analytical Writing
	3.1 The Future of jobs By Amitabh Kant	<ul style="list-style-type: none"> • Reading and analysing Media reports • Social Media Posts and comments
	3.2 Education and the English Language By Shashi Tharoor	<ul style="list-style-type: none"> • Film review • Writing opinions • Appraisal
Unit 4: Regional Indian Literature in Translation		
THEME	TEXTS	ENGLISH LANGUAGE SKILLS Critical / Analytical Writing

	4.2 “Some People Laugh, Some People Cry” by Sri Srinivasa Rao (Translated from Telugu by V. Narayana Rao and A. K. Ramanujam)	<ul style="list-style-type: none"> • Fill in the story , • expanding stories, • rewriting tales • Comic strips and cartoons
	4.2 “Some People Laugh, Some People Cry” by Sri Srinivasa Rao (Translated from Telugu by V. Narayana Rao and A. K. Ramanujam)	➤ Fill in the story , ➤ expanding stories, ➤ rewriting tales Comic strips and cartoons
	4. 3 The Rogue by Atulananda Goswami. (Translated from Assamese by the author)	
	SHORT STORY 4.4The Holy Panchayat by Premchand (Translated from Hindi by Reshme Sehgal)	
	4.5 The Card-Sharper’s Daughter by V. M. Basheer (Translated from Malayalam by K. M. Sheriff)	
UNIT 5 : Fiction		
THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)
	The White Tiger By Aravind Adiga Harper Collins Publishers	<ul style="list-style-type: none"> • Creative writing • Critical thinking

LEARNING OUTCOMES:

After completing the course, the students will be able to

- Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- Become aware of commonly occurring errors and avoid committing them in language use
- Rewrite words and sentences by changing their forms and use them appropriately
- Show improvement in their pronunciation
- Attempt different kinds of writing – essays, emails, blogs, letters etc
- Prepare resumes to face interviews
- Convert short stories into plays or skit
- Role play the scenes and make a dramatic presentation of the scenes
- Create a webpage for themselves and others
- Show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres

SEMESTER IV	Subject title	subject code	Credit
	CORE IV- WEB TECHONOLOGY	SE24A	4

OBJECTIVES:

- To use PHP and MySQL to develop dynamic web sites for user on the Internet
- To develop web sites ranging from simple online information forms to complex e-commerce sites with MySQL database, building, connectivity, and maintenance

OUTCOMES:

- Understand the general concepts of PHP scripting language for the development of Internet websites.
- Understand the basic functions of MySQL database program and XML concepts
- Learn the relationship between the client side and the server side scripts.

UNIT - I

Introducing PHP – Basic development Concepts – Creating first PHP Scripts – Using Variable and Operators – Storing Data in variable – Understanding Data types – Setting and Checking variables Data types – Using Constants – Manipulating Variables with Operators.

UNIT - II

Controlling Program Flow: Writing Simple Conditional Statements - Writing More Complex Conditional Statements – Repeating Action with Loops – Working with String and Numeric Functions.

UNIT - III

Working with Arrays: Storing Data in Arrays – Processing Arrays with Loops and Iterations – Using Arrays with Forms - Working with Array Functions – Working with Dates and Times.

UNIT - IV

Using Functions and Classes: Creating User-Defined Functions - Creating Classes – Using Advanced OOP Concepts. Working with Files and Directories: Reading Files-Writing Files-Processing Directories.

UNIT - V

Working with Database and SQL : Introducing Database and SQL- Using MySQL-Adding and modifying Data-Handling Errors – Using SQLite Extension and PDO Extension. Introduction XML - Simple XML and DOM Extension.

TEXT BOOK:

1. VikramVaswani, “*PHP A Beginner's Guide*”, Tata McGraw Hill 2008.

REFERENCE BOOKS:

1. Steven Holzner , “*The PHP Complete Reference*”, Tata McGraw Hill, 2007.
2. Steven Holzer , “*Spring into PHP*”, Tata McGraw Hill 2011, 5thEdition.

WEB REFERENCES:

- <https://www.w3schools.com/php/>
- <https://www.phptpoint.com/php-tutorial-pdf/>
- <http://www.xmlsoftware.com/>

SEMESTER	Subject title	subject code	Credit
IV	PRACTICAL IV-WEB TECHNOLOGY LAB	SE241	3

OBJECTIVES:

1. The objectives of this course are to have a practical understanding about how to write PHP code to solve problems.
2. Display and insert data using PHP and MySQL.
3. Test, debug, and deploy web pages containing PHP and MySQL.
4. It also aims to introduce practical session to develop simple applications using PHP and MySQL.

OUTCOMES:

- On the completion of this laboratory course the students ought to
- Obtain knowledge and develop application programs using Python.

- Create dynamic Web applications such as content management, user registration, and e-commerce using PHP and to understand the ability to post and publish a PHP website.
- Develop a MySQL database and establish connectivity using MySQL.

LIST OF PRACTICALS

1. Write a PHP program which adds up columns and rows of given table
2. Write a PHP program to compute the sum of first n given prime numbers
3. Write a PHP program to find valid an email address
4. Write a PHP program to convert a number written in words to digit.
5. Write a PHP script to delay the program execution for the given number of seconds.
6. Write a PHP script, which changes the colour of the first character of a word
7. Write a PHP program to find multiplication table of a number.
8. Write a PHP program to calculate Factorial of a number.
9. Write a PHP script to read a file, reverse its contents, and write the result back to a new file
10. Write a PHP script to look through the current directory and rename all the files with extension .txt to extension .xtx.
11. Write a PHP script to read the current directory and return a file list sorted by last modification time. (*using filemtime()*)
12. Write a PHP code to create a student mark sheet table. Insert, delete and modify records.
13. From a XML document (email.xml), write a program to retrieve and print all the e-mail addresses from the document using XML
14. From a XML document (tree.xml), suggest three different ways to retrieve the text value 'John' using the DOM:
15. Write a program that connects to a MySQL database and retrieves the contents of any one of its tables as an XML file. Use the DOM

SEMESTER	Subject title	subject code	Credit
IV	ALLIED STATISTICS II	SP3AB	5

Learning Outcomes:

Upon finishing point of this course, students will be able to

1. understand the basic concept of Probability
2. identify the characteristics of different discrete and continuous distributions.
3. identify the type of statistical situation to which different distributions can be applied. comprehend the Sampling distributions.
4. to understand how to apply statistical tests to get information from data

Course Content:

UNIT- I: Basic concepts of Probability: Random Experiments, Sample space, Trial, Events, - Classical and empirical approach to probability and their limitations –Types of events: Exhaustive, mutually exclusive, equally likely and Independent events - Axiomatic approach to probability - Basic theorems on probability using axiomatic approach. Bayes Theorem (statement only)

UNIT- II: Discrete probability mass function, cumulative distribution function- Theory and problems based on it. Bernoulli distribution, Binomial Distribution and Poisson Distribution

UNIT- III: Continuous probability density function, cumulative distribution function - Theory and problems based on it. Normal Distribution and its properties, Standard Normal distribution, Problems based on it. Exponential Distribution

UNIT- IV: Estimating parameters of discrete and continuous distributions, Introduction of Sampling distributions- student's t and chi-square distributions, distribution of sample mean from normal distribution. Density function and Properties only.

UNIT- IV: Testing of Hypothesis, Single mean test and double means test based on normal distribution and students t-distribution. Proportion test, Chi-square test, ANOVA test.

Suggested Readings:

Books for Study:

1. Gupta, S. C and Kapoor, V. K (2002), *Fundamentals of Mathematical Statistics*, Sultan Chand and Sons, New Delhi.
2. Saxena H.C.: *Elementary Statistics*. S. Chand & Co., 2009.

SEMESTER III	Subject title	subject code	Credit
	ALLIED STATISTICS I & II PRACTICAL	SP3A1	4

MEASURES OF CENTRAL TENDENCY

1. Mean, median and mode-raw data
2. Mean, median and mode-discrete data
3. Mean, median and mode-continuous data

MEASURES OF DISPERSION

4. Range, quartile deviation, mean deviation and standard deviation-raw data

5. Range, quartile deviation, mean deviation and standard deviation-discrete data
6. Range, quartile deviation, mean deviation and standard deviation-continuous data
7. Coefficient of Variation
8. Karl Pearson Coefficient of Correlation
9. Spearman's Rank Correlation (when Ranks are given)
10. Spearman's Rank Correlation(When Ranks are not given)
11. Spearman's Rank Correlation (When Ranks are not given repeated ranks)
12. Association of Attributes- Chi square independence of attributes
13. Fitting of Binomial, Poisson, Normal distribution
14. LARGE SAMPLE TEST (Test for Specified Mean, Test for equality of two means, Test for specified proportion, Test for equality of two proportions)
15. SMALL SAMPLE TEST (t test for test of significance of single mean, t test for test of significance of difference of two means)
16. Chi square test (Chi square test for independence of attributes, Chi square test for specified population variance)
17. ANOVA (One way classification, Two way classification)

GRAPHICAL EXERCISES:

18. Simple bar diagram.
19. Multiple bar diagram.
20. Sub divided bar diagram.
21. Percentage bar diagram.
22. Pie diagram.
23. Ogive curve
24. Lorentz curve.

NOTE: Use of non programmable scientific calculators are allowed

SEMESTER IV	Subject title	subject code	Credit
	ENVIRONMENTAL STUDIES	ENV4B	2

Unit 1: Introduction to Environmental Studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures) ·

- Land resources and land use change: Land degradation, soil erosion and desertification. · Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lecturers)

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots · India as a mega-biodiversity nation, Endangered and endemic species of India. · Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lecturers)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. · Nuclear hazards and human health risks · Solid waste management: Control measures of urban and industrial waste · Pollution case studies.

Unit 6: Environmental Policies & Practices (8 lecturers)

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest

Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

- Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

- Human population growth, impacts on environment, human health and welfare.
- Resettlement and rehabilitation of projects affected persons; case studies.
- Disaster management: floods, earthquake, cyclone and landslides. · Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
- Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. · Study of common plants, insects, birds and basic principles of identification. · Study of simple ecosystem- pond, river, Delhi Ridge etc.

(Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.

10. Pepper, I.L., Gerba, C.P & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M & Berg, L.R. 2012. Environment. 8th edition. John Wiley & sons.
13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tirupathi 1992.
14. Sengupta, R. 2003. Ecology and Economics: An approach to sustainable development. OUP
15. Singh, J.S., Singh, S.P and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H (eds). 2013. Conservation Biology : Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C.E. 1971. Biology and water Pollution Control. WB Saunders.
19. Willson, E.O. 2006. The Creation: An appeal to save life on earth.. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

SEMESTER	Subject title	subject code	Credit
V	CORE - V COMPUTER NETWORK	SE25A	4

Learning Objectives:

- To understand the concept of Computer network
- To impart knowledge about networking and inter networking devices

Outcomes:

- Analyze different network models
- Describe, analyze and compare a number of data link, network and transport layer
- Analysing key networking protocols and their hierarchical relationship in the conceptual model like TCP/IP and OSI

UNIT - I

Introduction – Network Hardware - Software - Reference Models - OSI and TCP/IP Models - Example Networks: Internet, ATM, Ethernet and Wireless LANs - Physical Layer - Theoretical Basis for Data Communication - Guided Transmission Media.

UNIT - II

Wireless Transmission - Communication Satellites - Telephone System: Structure, Local Loop, Trunks and Multiplexing and Switching. Data Link Layer: Design Issues - Error Detection and Correction.

UNIT - III

Elementary Data Link Protocols - Sliding Window Protocols - Data Link Layer in the Internet - Medium Access Layer - Channel Allocation Problem - Multiple Access Protocols - Bluetooth.

UNIT - IV

Network Layer - Design Issues - Routing Algorithms - Congestion Control Algorithms - IP Protocol - IP Addresses - Internet Control Protocols.

UNIT - V

Transport Layer - Services - Connection Management - Addressing, Establishing and Releasing a Connection - Simple Transport Protocol - Internet Transport Protocols (ITP) - Network Security: Cryptography.

TEXT BOOK :

1. A. S. Tanenbaum, "*Computer Networks*", Prentice-Hall of India 2008, 4th Edition.

REFERENCE BOOKS:

1. Stallings, "*Data and Computer Communications*", Pearson Education 2012, 7th Edition.
2. B. A. Forouzan, "*Data Communications and Networking*", Tata McGraw Hill 2007, 4th Edition.
3. F. Halsall, "*Data Communications, Computer Networks and Open Systems*", Pearson Education 2008.
4. D. Bertsekas and R. Gallager, "*Data Networks*", PHI 2008, 2nd Edition.
5. Lamarca, "*Communication Networks*", Tata McGraw Hill 2002.

WEB REFERENCES:

- NPTEL & MOOC courses titled Computer Networks
- <https://nptel.ac.in/courses/106106091/>

SEMESTER	Subject title	subject code	Credit
V	CORE - VI OPERATING SYSTEM	SE25B	4

OBJECTIVES:

- To understand the fundamental concepts and role of Operating System.
- To learn the Process Management and Scheduling Algorithms
- To understand the Memory Management policies
- To gain insight on I/O and File management techniques

OUTCOMES:

- Understand the structure and functions of Operating System
- Compare the performance of Scheduling Algorithms
- Analyze resource management techniques

UNIT - I

Introduction: Views - Types of System - OS Structure – Operations - Services – Interface- System Calls- System Structure - System Design and Implementation. Process Management: Process - Process Scheduling - Inter-process Communication. CPU Scheduling: CPU Schedulers - Scheduling Criteria - Scheduling Algorithms.

UNIT - II

Process Synchronization: Critical- Section Problem - Synchronization Hardware Semaphores - Classical Problems of Synchronization - Monitors. Deadlocks: Characterization - Methods for Handling Deadlocks - Deadlock Prevention - Avoidance - Detection - Recovery.

UNIT - III

Memory Management: Hardware - Address Binding – Address Space - Dynamic Loading and Linking – Swapping – Contiguous Allocation - Segmentation - Paging – Structure of the Page Table.

UNIT - IV

Virtual Memory Management: Demand Paging - Page Replacement Algorithms - Thrashing. File System: File Concept -. Access Methods - Directory and Disk Structure - Protection - File System Structures - Allocation Methods - Free Space Management.

UNIT - V

I/O Systems: Overview - I/O Hardware - Application I/O Interface - Kernel I/O Subsystem - Transforming I/O Requests to Hardware Operations - Performance. System Protection: Goals - Domain - Access matrix. System Security: The Security Problem - Threats – Encryption- User Authentication.

TEXT BOOK:

1. Abraham Silberschatz, Peter B Galvin, Greg Gagne, “*Operating System Concepts*”, Wiley India Pvt. Ltd 2018, 9th Edition,.

REFERENCES:

1. William Stallings, “*Operating Systems Internals and Design Principles*”, Pearson, 2018, 9th Edition.
2. Andrew S. Tanenbaum, Herbert Bos, “*Modern Operating Systems*”, Pearson 2014, 4th Edition.

WEB REFERENCES:

- NPTEL & MOOC courses titled Operating Systems
- <https://nptel.ac.in/courses/106106144/>

SEMESTER V	Subject title	subject code	Credit
	CORE - VII RELATIONAL DATABASE MANAGEMENT SYSTEM	SE25C	4

OBJECTIVES:

- Gain a good understanding of the architecture and functioning of Database Management Systems · Understand the use of Structured Query Language (SQL) and its syntax.
- Apply Normalization techniques to normalize a database.
- Understand the need of transaction processing and learn techniques for controlling the consequences of concurrent data access.

OUTCOMES:

- Describe basic concepts of database system
- Design a Data model and Schemas in RDBMS
- Competent in use of SQL
- Analyze functional dependencies for designing robust Database

UNIT - I

Introduction to DBMS– Data and Information - Database – Database Management System – Objectives - Advantages – Components - Architecture. ER Model: Building blocks of ER Diagram – Relationship Degree – Classification – ER diagram to Tables – ISA relationship – Constraints – Aggregation and Composition – Advantages .

UNIT - II

Relational Model: CODD's Rule- Relational Data Model - Key - Integrity –
Relational Algebra Operations – Advantages and limitations – Relational Calculus
– Domain Relational Calculus - QBE.

UNIT - III

Structure of Relational Database. Introduction to Relational Database Design -
Objectives – Tools – Redundancy and Data Anomaly – Functional Dependency -
Normalization – 1NF – 2NF – 3NF – BCNF. Transaction Processing – Database
Security.

UNIT - IV

SQL: Commands – Data types – DDL - Selection, Projection, Join and Set Operations
– Aggregate Functions – DML – Modification - Truncation -Constraints – Subquery.

UNIT - V

PL/SQL: Structure - Elements – Operators Precedence – Control Structure –
Iterative Control - Cursors - Procedure - Function - Packages – Exceptional
Handling - Triggers.

TEXT BOOK:

1. S. Sumathi, S. Esakkirajan, “*Fundamentals of Relational Database Management System*”,
Springer International Edition 2007.

REFERENCE BOOKS:

1. Abraham Silberchatz, Henry F. Korth, S. Sudarshan, “*Database System Concepts*”,
McGrawHill 2019, 7th Edition.
2. Alexis Leon & Mathews Leon, “*Fundamentals of DBMS*”, Vijay Nicole
Publications 2014, 2nd Edition.

WEB REFERENCES:

- NPTEL & MOOC courses titled Relational Database Management Systems
- <https://nptel.ac.in/courses/106106093/>
- <https://nptel.ac.in/courses/106106095/>

SEMESTER	Subject title	subject code	Credit
V	PRACTICAL - V OPERATING SYSTEM LAB	SE251	4

OBJECTIVES:

- To learn Process management and scheduling.

- To understand the concepts and implementation of memory management policies.
- To understand the various issues in Inter Process Communication.

OUTCOMES:

- Understand the process management policies and scheduling process by CPU.
- Analyze the memory management and its allocation policies.
- To evaluate the requirement for process synchronization.

PROGRAM LIST:

1. Basic I/O programming.
To implement CPU Scheduling Algorithms:
2. Shortest Job First Algorithm.
3. First Come First Served Algorithm.
4. Round Robin and Priority Scheduling Algorithms.
5. To implement reader/writer problem using semaphore.
6. To implement Banker's algorithm for Deadlock avoidance.
Program for page replacement algorithms:
7. First In First Out Algorithm.
8. Least Recently Used Algorithm.
9. To implement first fit, best fit and worst fit algorithm for memory management.
10. Program for Inter-process Communication.

SEMESTER V	Subject title	subject code	Credit
	PRACTICAL - VI PL/SQL LAB	SE252	4

OBJECTIVES:

- Learn the various DDL and DML commands
- Understand queries in SQL to retrieve information from data base
- Understand PL/SQL statements: Exception Handling, Cursors, and Triggers.
- Develop database applications using front-end and back-end tools.

OUTCOMES:

- Implement the DDL , DML Commands and Constraints
- Create, Update and query on the database.
- Design and Implement simple project with Front End and Back End.

LIST OF EXERCISES

- 1) DDL commands with constraints.
- 2) DML Commands with constraints.
- 3) SQL Queries: Queries, sub queries, Aggregate function
- 4) PL/SQL : Exceptional Handling
- 5) PL/SQL : Cursor
- 6) PL/SQL : Trigger
- 7) PL/SQL : Packages
- 8) Design and Develop Application for Library Management
- 9) Design and Develop Application for Student Mark Sheet Processing
- 10) Design and Develop Application for Pay Roll Processing

SEMESTER	Subject title	subject code	Credit
V	ELECTIVE I ARTIFICIAL INTELLIGENCE AND EXPERT SYSTEM	SE45A	2

OBJECTIVES:

- To Acquire Knowledge on various AI Techniques and Expert Systems
- To have enriched knowledge regarding heuristic search, Knowledge representation and Expert systems

OUTCOMES:

- Gain a working knowledge of the foundations of and modern applications in, artificial intelligence heuristic search, knowledge representation and logic.

UNIT - I

Introduction: AI Problems – AI techniques – Criteria for success. Problems, Problem Spaces, Search: State space search – Production Systems – Problem Characteristics – Issues in design of Search.

UNIT - II

Heuristic Search techniques: Generate and Test – Hill Climbing – Best-First, Problem Reduction, Constraint Satisfaction, Means-end analysis.

UNIT- III

Knowledge representation issues: Representations and mappings – Approaches to Knowledge representations – Issues in Knowledge representations – Frame Problem.

UNIT - IV

Using Predicate Logic: Representing simple facts in logic – Representing Instance and Isa relationships – Computable functions and predicates – Resolution – Natural deduction.

UNIT - V

Representing knowledge using rules: Procedural Vs Declarative knowledge – Logic programming – Forward Vs Backward reasoning – Matching – Control knowledge Brief explanation of Expert Systems-Definition- Characteristics-architecture-Knowledge Engineering- Expert System Life Cycle-Knowledge Acquisition Strategies- Expert System Tools.

TEXT BOOK:

1. Elaine Rich and Kevin Knight, Shiva Shankar Nair, “Artificial Intelligence”, McGraw-Hill Companies, 3rd edition.

REFERENCE BOOKS:

1. Stuart Russell & Peter Norvig , “Artificial Intelligence A Modern Approach”, Perason, 2nd Edition.
2. George F Luger , “Artificial Intelligence”, Pearson 2002, 4th Edition.
3. V S Janaki Raman, K Sarukesi, P Gopalakrishnan, “Foundations of Artificial Intelligent and Expert Systems”, MacMillan India limited.

WEB REFERENCES:

- NPTEL & MOOC courses titled Artificial Intelligence and Expert Systems
- <https://nptel.ac.in/courses/106106140/>
- <https://nptel.ac.in/courses/106106126/>

SEMESTER V	Subject title	subject code	Credit
	VALUE EDUCATION	VAE5Q	2

Objective:

Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.

3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

SEMESTER VI	Subject title	subject code	Credit
	CORE - VIII SOFTWARE ENGINEERING	SE26A	4

OBJECTIVES:

- To introduce the software development life cycles
- To introduce concepts related to structured and objected oriented analysis & design co
- To provide an insight into UML and software testing techniques

OUTCOMES:

- The students should be able to specify software requirements, design the software using tools
- To write test cases using different testing techniques.

UNIT- I

Introduction – Evolution – Software Development projects – Emergence of Software Engineering. Software Life cycle models – Waterfall model – Rapid Application Development – Agile Model – Spiral Model

UNIT- II

Requirement Analysis and Specification – Gathering and Analysis – SRS – Formal System Specification

UNIT- III

Software Design – Overview – Characteristics – Cohesion & Coupling – Layered design – Approaches Function Oriented Design – Structured Analysis – DFD – Structured Design – Detailed design

UNIT- IV

Object Modeling using UML – OO concepts – UML – Diagrams – Use case, Class, Interaction, Activity, State Chart – Postscript

UNIT- V

Coding & Testing – coding – Review – Documentation – Testing – Black-box, White-box, Integration, OO Testing, Smoke testing.

TEXT BOOK:

1. Rajib Mall, “*Fundamentals of Software Engineering*”, PHI 2018, 5th Edition.

REFERENCE BOOKS:

1. Roger S. Pressman, “*Software Engineering - A Practitioner’s Approach*”, McGraw Hill 2010, 7th Edition.
2. Pankaj Jalote, “*An Integrated Approach to Software Engineering*”, Narosa Publishing House 2011, 3rd Edition.

WEB REFERENCES:

- NPTEL online course – Software Engineering - <https://nptel.ac.in/courses/106105182/>

SEMESTER	Subject title	subject code	Credit
VI	CORE IX INTRODUCTION TO DATA SCIENCE	SE26B	4

OBJECTIVES:

- To introduce the concepts, techniques and tools with respect to the various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling and effective communication.

OUTCOMES:

- To describe what Data Science is, what Statistical Inference means, identify probability distributions, fit a model to data and use tools for basic analysis and communication

UNIT-I

Introduction to Data Science – Benefits and uses – Facets of data – Data science process – Big data ecosystem and data science

UNIT-II

The Data science process – Overview – research goals - retrieving data - transformation – Exploratory Data Analysis – Model building

UNIT-III

Algorithms - Machine learning algorithms – Modeling process – Types – Supervised – Unsupervised - Semi-supervised

UNIT-IV

Introduction to Hadoop – framework – Spark – replacing MapReduce– NoSQL – ACID – CAP – BASE – types

UNIT-V

Case Study – Prediction of Disease - Setting research goals - Data retrieval – preparation - exploration - Disease profiling - presentation and automation

TEXT BOOK

1. Davy Cielen, Arno D. B. Meysman, Mohamed Ali, “*Introducing Data Science*”, manning publications 2016.

REFERENCE BOOKS

1. Roger Peng, “*The Art of Data Science*”, lulu.com 2016.
2. MurtazaHaider, “*Getting Started with Data Science – Making Sense of Data with Analytics*”, IBM press, E-book.
3. Davy Cielen, Arno D.B. Meysman, Mohamed Ali, “*Introducing Data Science: Big Data, Machine Learning, and More, Using Python Tools*”, Dreamtech Press 2016.
4. Annalyn Ng, Kenneth Soo, “*Numsense! Data Science for the Layman: No Math Added*”, 2017, 1st Edition.
5. Cathy O'Neil, Rachel Schutt, “*Doing Data Science Straight Talk from the Frontline*”, O'Reilly Media 2013.
6. Lillian Pierson, “*Data Science for Dummies*”, 2017, 2nd Edition.

WEB REFERENCES

➤ NPTEL online course– Data Science for Engineers - <https://nptel.ac.in/courses/106106179/>

SEMESTER	Subject title	subject code	Credit
VI	CORE - X INTRODUCTION TO CLOUD COMPUTING	SE26C	4

OBJECTIVES:

- To understand the concepts in Cloud Computing and its Security
- To understand the evolving computer model caned cloud computing.
- To introduce the various levels of services that can be achieved by cloud.

OUTCOMES:

- To explain and apply levels of services of Cloud
- To describe the security aspects in cloud.

UNIT - I

Cloud Computing Foundation: Introduction to Cloud Computing – Move to Cloud Computing – Types of Cloud – Working of Cloud Computing

UNIT - II

Cloud Computing Architecture : Cloud Computing Technology – Cloud Architecture – Cloud Modeling and Design - Virtualization : Foundation – Grid, Cloud and Virtualization – Virtualization and Cloud Computing

UNIT - III

Data Storage and Cloud Computing : Data Storage – Cloud Storage – Cloud Storage from LANs to WANs – Cloud Computing Services : Cloud Services – Cloud Computing at Work

UNIT - IV

Cloud Computing and Security : Risks in Cloud Computing – Data Security in Cloud – Cloud Security Services – Cloud Computing Tools : Tools and Technologies for Cloud – Cloud Mashaps – Apache Hadoop – Cloud Tools

UNIT - V

Cloud Applications – Moving Applications to the Cloud – Microsoft Cloud Services – Google Cloud Applications – Amazon Cloud Services – Cloud Applications

TEXT BOOK:

1. A.Srinivasan and J.Suresh, “*Cloud Computing – A Practical Approach for Learning and Implementation*”, Pearson India Publications 2014.

REFERENCE BOOK:

1. Rajkumar Buyya, James Broberg, Andrzej , “*Cloud Computing: Principles and Paradigms*”, Wiley India Publications 2011.
2. Arshdeep Bahga and Vijay Madisetti ,“*Cloud Computing – A Hands on Approach*”, Universities Press (India) Pvt Ltd. 2014.

WEB REFERENCES:

- NPTEL & MOOC courses titled Cloud computing
- <https://nptel.ac.in/courses/106105167/>

SEMESTER VI	Subject title	subject code	Credit
	PRACTICAL - VII CASE TOOLS AND TESTING	SE261	5

OBJECTIVES:

- To get familiarized to the usage of UML tool kit.
- To understand the requirements of the software and to map them appropriately to subsequent phases of the software development
- To develop the ability to verify and validate their designs

OUTCOMES:

- Students must be able to analyze and design the problem at hand.
- Students should be able to use UML tools for the designing the software and test the correctness and soundness of their software through testing tools.

LIST OF EXERCISES:

1. Using UML tools produce analysis and design models for
 - a. Library Management System
 - b. Automatic Teller Machine
 - c. Student Information Management
 - d. Matrimony Service
 - e. Stock Management System
2. Study of Open source testing tools (eg. Selenium, WATIS, Apache JMeter, TestNG)

SEMESTER VI	Subject title	subject code	Credit
	ELECTIVE - II BLOCK CHAIN TECHNOLOGY	SE46C	2

OBJECTIVES:

- To understand the concepts of block chain technology
- To understand the consensus and hyper ledger fabric in block chain technology.
-

OUTCOMES:

- State the basic concepts of block chain
- Paraphrase the list of consensus and Demonstrate and Interpret working of Hyper ledger Fabric
- Implement SDK composer tool and explain the Digital identity for government

UNIT - I

History: Digital Money to Distributed Ledgers -Design Primitives: Protocols, Security, Consensus, Permissions, Privacy- :Block chain Architecture and Design-Basic crypto primitives: Hash, Signature-Hash chain to Block chain-Basic consensus

mechanisms.

UNIT - II

Requirements for the consensus protocols-Proof of Work (PoW)-Scalability aspects of Block chain consensus protocols:Permissioned Block chains-Design goals-Consensus protocols for Permissioned Block chains.

UNIT - III

Decomposing the consensus process-Hyper ledger fabric components-Chain code Design and Implementation: Hyper ledgerFabric II:-Beyond Chain code: fabric SDK and Front End-Hyper ledger composer tool.

UNIT - IV

Block chain in Financial Software and Systems (FSS): -Settlements, -KYC, -Capital markets-Insurance- Block chain intrade/supply chain: Provenance of goods, visibility, trade/supply chain finance, invoice management/discounting.

UNIT - V

Block chain for Government: Digital identity, land records and other kinds of record keeping between government entities, public distribution system / social welfare systems: Block chain Cryptography: Privacy and Security on Block chain.

TEXT BOOKS:

1. Mark Gates, “Block chain: Ultimate guide to understanding block chain, bit coin, crypto currencies, smart contracts

and the future of money”, Wise Fox Publishing and Mark Gates 2017.

2. Salman Baset, Luc Desrosiers, Nitin Gaur, Petr Novotny, Anthony O'Dowd, Venkatraman Ramakrishna, “Hands-On

Block chain with Hyper ledger: Building decentralized applications with Hyperledger Fabric and Composer”, 2018.

3. Bahga, Vijay Madiseti, “Block chain Applications: A Hands-On Approach”, Arshdeep Bahga, Vijay Madiseti

publishers 2017.

REFERENCE BOOKS :

1. Andreas Antonopoulos, “Mastering Bitcoin: Unlocking Digital Crypto currencies”, O'Reilly Media, Inc. 2014.

2. Melanie Swa, “Block chain ”, O'Reilly Media 2014.

WEB REFERENCES:

- NPTEL & MOOC courses titled blockchain technology
- blockgeeks.com/guide/what-is-block-chain-technology
- <https://nptel.ac.in/courses/106105184/>

SEMESTER VI	Subject title	subject code	Credit
	PRACTICAL – VIII MINI PROJECT	SE26Q	5

OBJECTIVES:

The aim of the mini project is that the student has to understand the real time software development environment. The student should gain a thorough knowledge in the problem, he/she has selected and the language / software, he/she is using.

Project planning:

B.Sc (Computer Science / Software Application)/BCA Major Project is an involved exercise, which has to be planned well in advance. The topic should be chosen in the beginning of final year itself. Related reading training and discussions of first internal project viva voce should be completed in the first term of final year.

I Selection of the project work

Project work could be of three types.

a) Developing solution for real life problem

In this case a requirement for developing a computer-based solution already exists and the different stages of system development life cycle is to be implemented successfully. Examples are accounting software for particular organization, computerization of administrative function of an organization, web based commerce etc.

b) System Software Project

Projects based on system level implementation. An example is a Tamil language editor with spell checker, compiler design. b) Research level project

These are projects which involve research and development and may not be as structured and clear cut as in the above case. Examples are Tamil character recognition, neural net based speech recognizer etc. This type of projects provides more challenging opportunities to students.

II Selection of team

To meet the stated objectives, it is imperative that major project is done through a team effort. Though it would be ideal to select the team members at random and this should be strongly recommended, due to practical consideration students may also be given the choice of forming themselves into teams with three members. A team leader shall be selected. Team shall maintain the minutes of meeting of the team members and ensure that tasks have been assigned to every team member in writing. Team meeting minutes shall form a part of the project report. Even if students are doing project as groups, each one must independently take different modules of the work and must submit the report.

III Selection of Tools

No restrictions shall be placed on the students in the choice of platform/tools/languages to be utilized for their project work, though open source is strongly recommended, wherever possible. No value shall be placed on the use of tools in the evaluation of the project.

IV Project management

Head of the Department / Principal of the college should publish the list of student's project topic, internal guide and external organization and teams agreed before the end of July. Changes in this list may be permitted for valid reasons and shall be considered favorably by the Head of the department / Principal of the college any time before commencement of the project. Students should submit a fortnightly report of the progress, which could be indication of percentage of completion of the project work. The students should ideally keep a daily activity book. Team meeting should be documented and same should be submitted at the end of the project work.

V Documentation

Three copies of the project report must be submitted by each student (one for department library, one for the organization where the project is done and one for the student himself/herself). The final outer dimensions of the project report shall be 21cm X 30 cm. The color of the flap cover shall be light blue. Only hard binding should be done. The text of the report should be set in 12 pt, Times New Roman, 1.5 spaced.

Headings should be set as follows: CHAPTER HEADINGS 16 pt, Arial, Bold, All caps, Centered. 1. Section Headings 14 pt Bookman old style, Bold, Left adjusted.

1.1 Section Sub-heading 12 pt, Bookman old style.

Title of figures tables etc are done in 12 point, Times New Roman, Italics, centered.

Content of the Project should be relevant and specify particularly with reference to the work. The report should contain the requirement specification of the work, Analysis, Design, Coding, testing and Implementation strategies done. • Organizational overview (of the client organization, where applicable)

- Description of the present system
- Limitations of the present system
- The Proposed system - Its advantages and features
- Context diagram of the proposed system
- Top level DFD of the proposed system with at least one additional level of expansion
- Program List (Sample code of major functions used)
- Files or tables (for DBMS projects) list. List of fields or attributes (for DBMS projects) in each file or table. • Program – File table that shows the files/tables used by each program and the files are read, written to, updated, queried or reports were produced from them.
- Screen layouts for each data entry screen.

- Report formats for each report.

Some general guidelines on documentation are:

1. Certificate should be in the format: "Certified that this report titled.....is a bonafide record of the project work done by Sri/ Kumunder our supervision and guidance, towards partial fulfillment of the requirement for award of the Degree of B.Sc Computer Science/BCA of XXX College" with dated signature of internal guide, external guide and also Head of the Department/ College.
2. If the project is done in an external organization, another certificate on the letterhead of the organization is required: "Certified that his/her report titledis a bonafide record of the project work done by Sri/Kum.....under my supervision and guidance, at thedepartment of..... (Organization) towards partial fulfillment of the requirement for the award of the Degree of B.Sc (Computer Science) / BCA of XXX College.
3. Page numbers shall be set at right hand bottom, paragraph indent shall be set as 3.
4. Only 1.5 space need be left above a section or subsection heading and no space may be left after them.
5. References shall be IEEE format (see any IEEE magazine for detail) While doing the project keep note of all books you refer, in the correct format and include them in alphabetical order in your reference list.

VI Project Evaluation:

Internal Assessment

There shall be six components that will be considered in assessing a project work with weightage as indicated. 1. Timely completion of assigned tasks as evidenced by team meeting minutes 20%

2. Individual involvement, team work and adoption of industry work culture 10%

3. Quality of project documentation (Precision, stylistics etc) 10%

4. Achievement of project deliverables 20%

5 Effective technical presentation of project work 10%

6. Viva 30%

Based on the above 6 components internal mark (40) can be awarded.

External Assessment

Dissertation/Project submitted at the end of third year shall be valued by two examiners appointed by the Controller for the conduct of practical exam. The board of examiners shall award 40 marks based on the following components. 1. Achievement of project deliverables - 20 Marks

2. Effective technical presentation of project work - 20 Marks

3. Project Viva - 20 Marks

There shall be a common written examination conducted for all the candidates in each group together for a minimum of 10 minutes.

(i) Requirement Specification of Project

(ii) Design of Project

(iii) Testing and Implementation of Project

Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests(2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	Total	25
Practical Papers	Tests 2 out of 3	30
	Attendance	05
	Record	05
	Total	40

Awarding Marks for Attendance (out of 5)

(i) Attendance below 60% = 0 marks, 60 % to 75% = 3 marks, 75 % to 90% = 4 marks and above 90% = 5 marks

SEMINARS:

Seminars are assigned to the students based on the topic selected by the course instructor from the syllabus. Students are expected to collect comprehensive notes on the seminar topic from various books and web resources suggested by the course instructor. Students are informed to use various tools to supplement

and oral presentation ,such as visual aids, models etc. seminar are usually assigned for topics that can aid students to do self-study and avoid any vagueness related to the topic.

EVALUTION STANDARDS FOR SEMINAR:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	1
2	Presentation Skill	1
3	Fluency of language	1
4	Interacting skills & body language	1
5	Tools used to present	1

ASSIGNMENTS:

Assignments are given at both individual as well as group level. Assignments are given not only on topics from the syllabus but also related topics with latest development in the respective fields. Assignments help students to awaken their creativity skills and help them to practice as well as enhance their knowledge of the subject.

EVALUTION STANDARDS FOR ASSIGNMENTS:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	2
2	Presentation Skill	2
3	Fluency of language & vocabulary usage	1

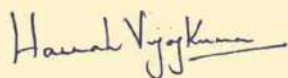
EXTERNAL ASSESSMNET FOR PRACTICAL

S.NO	Criteria	Max.Marks (60 Marks)
1	Writing Part of Program	30
2	Coding & Execution of Program	20
3	Output	10
Total		60

Question Paper Pattern

Question Paper Pattern for All Semester (University) Examination

SECTION - A		
10 questions Out of 12 questions	10x2	20 Marks
SECTION - B		
5 questions Out of 7 questions	5X5	25 Marks
SECTION - C		
3 questions Out of 5 questions	3X10	30 Marks
	Total	75 Marks



Head of the Department



Principal

ANNA ADARSH COLLEGE FOR WOMEN
DEPARTMENT OF COMPUTER SCIENCE – SHIFT II
PROGRAMME: B.Sc. COMPUTER SCIENCE

LIST OF STAFF MEMBERS

S.No	Name	Designation	Degree
1	Ms. G. Umamaheswari	Assistant Professor	B.Ed, GNIIT, MCA, M.Phil
2	Ms. M. Anita Priscilla Mary	Assistant Professor	M.C.A, M.Phil, SET
3	Ms. R. Allirani	Assistant Professor	M.C.A, M.Phil, B.Ed, SET
4	Ms. A. Vincy	Assistant Professor	M.Sc, M.Phil, SET.
5	Ms. G. Prathima	Assistant Professor	M.Sc, M.Phil
6	Ms. V. Janaki	Assistant Professor	M.C.A., M.Phil., SET
7	Ms. R. Jaya Glory	Assistant Professor	M.Sc, M.Phil, SET, NET

Program Outcomes:

After completing B.Sc. Computer Science Program students will be able to:

PO1: To develop problem solving abilities using a computer.

PO2: To prepare the necessary knowledge base for research and development in Computer Science.

PO3: To build the necessary skill set and analytical abilities for developing computer-based solutions for real life problems.

PO4: communicate scientific information in a clear and concise manner both orally and in writing.

PO5: To train students in professional skills related to Software Industry.

Course Structure
B.Sc. COMPUTER SCIENCE
SYLLABUS
2022-2023

SEMESTER I

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER I				EXT	CIA	TOTAL
I	Tamil/other languages-I	3	3	75	25	100
II	English-I	3	3	75	25	100
III	Core I-Problem Solving using Python	4	3	75	25	100
III	Core I-Problem Solving using Python Lab	3	3	60	40	100
III	Allied I-Mathematics I	5	3	75	25	100
IV	Basic Tamil/ Advanced Tamil/ Non-Major Elective I	2	3	75	25	100
IV	Soft Skill I	3	3	50	50	100
	Total Credits	23				

SEMESTER II

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER II				EXT	CIA	TOTAL
I	Tamil/other languages-II	3	3	75	25	100
II	English-II	3	3	75	25	100
III	Core II-Computer Organization	4	3	75	25	100
III	Core II-Computer Organization Lab	3	3	60	40	100
III	Allied II-Mathematics II	5	3	75	25	100
IV	Basic Tamil/ Advanced Tamil/ Non Major Elective II	2	3	75	25	100
IV	Soft Skill II	3	3	50	50	100
	Total Credits	23				

SEMESTER III

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER III				EX T	CIA	TOTAL
I	Tamil/other languages III	3	3	75	25	100
II	English-III	3	3	75	25	100
III	Core III-Java And Data Structures	4	3	75	25	100
III	Core III-Data Structures Using Java Lab	3	3	60	40	100
III	Allied III-Physics I/Statistics I	5	3	75	25	100
IV	Soft Skill III	3	3	50	50	100
IV	Environmental studies	Examination will be held in Semester IV				
	Total Credits	21				

SEMESTER IV

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER IV				EXT	CIA	TOTAL
I	Tamil/other languages-IV	3	3	75	25	100
II	English-IV	3	3	75	25	100
III	Core IV-Web technology	4	3	75	25	100
III	Practical IV -Web Technology Lab	3	3	60	40	100
III	Allied IV-Physics II/Statistics II	5	3	75	25	100
IV	Soft Skill IV	3	3	50	50	100
IV	Environmental studies	2	3	75	25	100
	Total Credits	23				

SEMESTER V

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER V				EXT	CIA	TOTAL
III	Computer Network	4	3	75	25	100
III	Operating System	5	3	75	25	100
III	Relational Database Management System	4	3	75	25	100
III	Operating System Lab	3	3	60	40	100
III	PL/SQL Lab	3	3	60	40	100
III	Artificial Intelligence and Expert System	5	3	75	25	100
IV	Value Education	2				
	Total Credits	26				

SEMESTER VI

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER VI				EXT	CIA	TOTAL
III	Software Engineering	4	3	75	25	100
III	Introduction to Data Science	4	5	75	25	100
III	Introduction to Cloud	4	3	75	25	100

	Computing					
III	CASE Tools and Testing tools Lab	5	3	60	40	100
III	Elective – II IOT and its Applications	5	3	75	25	100
III	Practical VIII : Mini Project	5	3	60	40	100
V	Extension Activities	1				
	Total Credits	27				

4

SEMESTER I	Subject title	subject code	Credit
	TAMIL -I	LA11A	3

பாடத்திட்டத்தின் ந ாக்கம்:

காலந்த ாறும் மிழ் அடைந்துள்ள வளர்ச்சிடையும், இன்னை நவீன காலத்தில் உருவான மிழ் இலக்கெங்கடளையும் ஒற்றுடை தவற்றுடைப்படுத்தி ஆராய்கின்ை தநாக்கில் பபாதுத் மிழ்ப் பைப்பகுதி கட்டைக்கப்பட்டுள்ளது.

பாரதிார், பாரதி ாசன், கவிணி உள்ளித்தாரின் ரைபுக்கவிட களும், அப்துல் ரகான், சிற்பி, மு.தைத் ா, டவரமுத்து உள்ளித்தாரின் புதுக் கவிட களும் இரா.பி.சுதுப்பிள்ள அவர்களின் உடரநடை, முத்துசாமி அவர்களின் நைகம் தபான்டைவ இைப்பபற்றுள்ளன.

மிழ் ைக்களின் வாய்பைாழி இலக்கெங்களில் சிலபைால்கள் பைபாக டவக்கப்பட்டுள்ளன. இந் இலக்கெங்கள் சார்ந் வரலாற்றுப் பின்புலமும் பைபாக அடைந்துள்ளன.

ாணவர்களுக்குப் படிப்பின் ஆர்வத் த் தூண்டும் வடகயில்
கவிட கள், சிறுகட , உடரநடை, நைாகம் தபான்ை ளளிடைான
பகுதிகள் அடைக்கப்பட்டுள்ளன.

இலக்கைகி வாசிப்பின் ஆர்வத் த் ஊக்குவித் லும் ற்கால மிழ்
இலக்கைகித்தின் ஆளுடைகடள ாணவர்கள் புரிந்துபகாள்ள டவத்
லும் பைாத்தி்டைத்தின் தநாக்கைகாகும்.

மிழ் இலக்கைகி வரலாற்றில் ற்கால படைப்பாளர்களடளயும்
படைப்புகடளயும் அறிமுகப்படுத்தித் மிழ் இலக்கைகிப் பாரம்பரைித் த்
ப் புரைி டவத் லும் பிடையின்றி

எழுதுவ ற்குரைி இலக்கண விதிமுடைகடளத் ப ரிந்து பகாள்ள லும்
பைாத்தி்டைத்தின் தநாக்கைகாகும்.

5

மிழ் பைாழியின் கடினைான பசாற்களுக்குரைி பபாருடளத் ப
ரிந்துபகாள்ளும் வடகயில் அகராதிடைப் பைன்படுத்துவ ற்குரைி
அடிப்படைடைக் கற்றுத் ரு தல தநாக்கைகாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கைகிம்

II.அட ச் சார்ந் மிழிலக்கைகி வரலாறு

III.பைாழிப் பயிற்சி

அலகு - 1

ரைபுக்கவிட

1. பாரதைரிார் - பார சமு ாம்.
2. பாரதி ாசன் - ஒற்றுடைப்பாட்டு
3. கவைணி த சிக விநைாகம் பிள்ள - லைல் நலம் தபணல்
4. நைாக்கல் கவிஞர் பவ. இரைாலிங்கம்பிள்ள - மைின் இ மைம்
5. கவிஞர் கண்ண ாசன் - குடும்பம் ஒரு க ம்பம்
6. பட்டுக்தகாட்டை அ. கல்ாணசுந் ரம் - வருங்காலம் உண்டு
7. மிழ் ஒளி - வழிப்பைணம்

புதுக்கவிட

1. கவிஞர் ந. பிச்சமூர்த்தி - கா ல்
2. கவிஞர் அப்துல் ரசூகான் - பித் ன்
3. கவிஞர் மு.தைத் ா - கா லர் பாட , ஒரு கடி ம் அனாட
னாகிவிட்டைது, நைல்கள் 4. கவிஞர் இன்குலாப் - ஒவ்வொரு
புல்லயும் பபைர் பசால்லி அடைப்தபன் 5. கவிஞர் மைன்பன் -
பசால்லில் லைர்வு மிழ்ச்பசால்தல
6. கவிஞர் டவரமுத்து - விட ச்தசாளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பபரை பபண்

அலகு - 2

நாட்டுப்பை இலக்கைகிம்

1. ஏற்றைப்பாட்டு
2. ப ம்னாங்கு
3. அம்பா பைல்கள்
4. விடளைாட்டுப் பைல்கள்

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5. நைவுப் பைல்கள்

அலகு - 3

சிறுகட கள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.னாகிரிசாமி - குாரபுரம் ஸ்தைஷன்
3. மிழ்ச்பசல்வன் - பவயிதலாடு தபாய்
4. த ாப்பில் முகைது மீரான் - வட்ைக்கண்ணாடி
5. அம்டப - பிளாஸ்டிக் டைப்பாவில் பராசக்தி மு லிதைார்
உடரநடை

1. இரா.பி.தசதுப்பிள்ளை - வண்டையும் வறுடையும்

அலகு - 4

நைகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

மிழிலக்கை வரலாறு

1. ஸ்ரீபுக் கவிட - இருப ாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிட - த ாற்றைம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்பெய் பைபால்கள், கட கள், கட ப்பைபால்கள், பைபைபாழிகள், விடுகட கள் - வரலாறு
4. சிறுகட , உடரநடை வரலாறு
5. நைகம் - வரலாறு

அலகு - 6

பைபாழிப் பயிற்சி

1. வாக்கை விடக(ப ார் வாக்கைம், னி வாக்கைம், கூட்டு வாக்கைம்) 2. இரு வைக்குகள் (தபச்சு, எழுத்து)
3. எழுவாய், பைபைல, பைசப்படுபபாருள்
4. ஒருடை, பன்டை வைக்கம்
5. திடை, பால், எண், இ தவறுபாடு
6. நால்வடகச் பசாற்கள் (பைபர், விடை, இடை, உரி)
7. அகரவரிடசப் படுத்து ல்

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கற்றலும் பயன்பாடும்:

மிழ் பைபாழியின் இலக்கை வளங்களின் னைதிப்பப் புரி ல். மிழ் இலக்கை வாசிப்பின் வழி சமூக விழிப்புணர்வத் தூண்டு ல். மிழ் இலக்கை வளங்களின் வாயிலாகத் மிழ்ப்பண்பாட்டை அடுத்த டலமுடைக்குக் பகாண்டுபசல்லு ல். பைபாழிவளத்தின் த டவடை வலியுறுத்து ல். னாணவர்கள் பிடையின்றி எழு பைபாழிப்பயிற்சி உ வுகிது.

இப்பைபாத்திடைம் னாணவர்கள் ங்கள் படைப்புகடள உருவாக்குவ ற்கும் பைன்படுகிது. தபாட்டித்த ர்வுகடள எதிர்பகாள்ளுவ ற்குரை விடகயில் இலக்கை வரலாற்றுப்பகுதி மிகுந் பைனுடை ாய் உள்ளது.

பைபாநூல்

பசன்டனப்பல்கடலக்கைகம் (university of Madras)

> அடித் ளப் படிப்பு - பகுதி - I மிழ்

மு லாம் ைற்றும் இரண்ைாம் பருவங்களுக்குரைது. அடனத்துப் பட்ைப்படிப்பு பிரிவுகளுக்கும் ஐந் ாண்டு ஒருங்குமுடை பட்ைத் தைற்படிப்புப் பிரிவுகளுக்கும் பபாதுவானது. ாள் -I - பசய்யுள் திரட்டு

(Foundation Course Part - I Tamil - For I & II Semesters Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

> நாற்காலிக்காரர் - நா.முத்துசாமி

> மிழ் இலக்கை வரலாறு பைாம் முைவிடவ

> பைாழிப்பயிற்சி

Reference book

மிழ் - பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத்

பைாத்திட்டைங்கள் ஆடகைால் குறிப்பு வி நூல் என்று னைிராக இல்லட.

(Reference book not applicable)

SEMESTER I	Subject title	subject code	Credit
	FRENCH -I	CLK1S	3

COURSE OBJECTIVES

In teaching French we aim to

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-provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France

-enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

-discover another world , another people , another way of life .

-make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only). Unité 1 - Salut! Saluer - entrer en contact avec quelqu'un - se présenter s'excuser

Unité 2 –

Enchanté ! Demander de se présenter - Présenter quelqu'un

Unité 3 –

J'adore ! Exprimer ses goûts - Échanger sur ses projets

Unité 4 –

Tu veux bien ? Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 –

On se voit quand ? Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 –

Bonne idée ! Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

COURSE OUTCOMES

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text : Not applicable

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SEMESTER I	Subject title	subject code	Credit
	HINDI -I	CLE1E	3

COURSE OBJECTIVES

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis. 2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

SYLLABUS

LESSONS PRESCRIBED:

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notic

e BOOKS FOR REFERENCE :

1. Karyalayeen Tippaniya :Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi :Dr. Syed Rahamathulla, Poornima Prakashan 4/7, Begum III Street, Royapettah, Chennai – 14.

UNITWISE SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

COURSE OUTCOMES:

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

SEMESTER I	Subject title	subject code	Credit
	ENGLISH -I	LZ11A	3

COURSE OBJECTIVES

- To give English language skill practice to students to enhance their English proficiency.
 - To expose students to native speakers’ spoken language to enable students to recognize native speakers’ accent and language usage.
 - To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

COURSE OUTCOMES:

- The course seeks to develop the students’ abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms

of fluency and comprehensibility

- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles

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- Students will improve their reading fluency skills through extensive reading

SYLLABUS

Units	Page
Unit I (20 hours)	5 - 57
1. Listening and Speaking	
a. Introducing self and others	6 - 18
b. Listening for specific information	
c. Pronunciation (without phonetic symbols)	
i. Essentials of pronunciation	
ii. American and British pronunciation	
iii.iii.	19 - 31
2. Reading and Writing	
a. Reading short articles – newspaper reports / fact based articles	
i. Skimming and scanning	
ii. Diction and tone	
iii. Identifying topic sentences	
b. Reading aloud: Reading an article/report	32 - 34
c. Journal (Diary) Writing	35 – 57
3. Study Skills - 1	
a. Using dictionaries, encyclopaedias, thesaurus	
4. Grammar in Context:	
Naming and Describing	
• Nouns & Pronouns	
• Adjectives	

Unit II (20 hours)	58 – 122
1. Listening and Speaking	58 - 67
a. Listening with a Purpose	
b. Effective Listening	
c. Tonal Variation	
d. Listening for Information	
e. Asking for Information	68 - 93
f. Giving Information	
2. Reading and Writing	
1. a. Strategies of Reading:	
Skimming and Scanning	
b. Types of Reading :	
Extensive and Intensive Reading	94 - 101
c. Reading a prose passage	
d. Reading a poem	
e. Reading a short story	

<p>2. Paragraphs: Structure and Types</p> <ul style="list-style-type: none"> a. What is a Paragraph? b. Paragraph structure c. Topic Sentence d. Unity e. Coherence f. Connections between Ideas: Using Transitional words and expressions g. Types of Paragraphs <p>3. Study Skills II:</p> <p>Using the Internet as a Resource</p> <ul style="list-style-type: none"> a. Online search b. Know the keyword c. Refine your search d. Guidelines for using the Resources e. e-learning resources of Government of India f. Terms to know <p>4. Grammar in Context</p> <p>Involving Action-I</p> <ul style="list-style-type: none"> a. Verbs b. Concord 	<p>102 – 122</p>
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<p>Unit III (16 hours)</p> <p>1. Listening and Speaking</p> <p> a. Giving and following instructions</p> <p> b. Asking for and giving directions</p> <p>c. Continuing discussions with connecting ideas</p> <p>2. Reading and writing</p> <p> a. Reading feature articles (from newspapers and magazines)</p> <p> b. Reading to identify point of view and Perspective (opinion pieces, editorials etc.)</p> <p> c. Descriptive writing – writing a short Descriptive essay of two to three paragraphs.</p> <p>3. Grammar in Context:</p> <p> Involving Action – II</p> <p> • Verbals - Gerund, Participle, Infinitive</p> <p> • Modals</p>	<p>123 - 157</p> <p>124 - 132</p> <p>133 – 144</p> <p>141-157</p>
<p>Unit IV (16 hours)</p> <p>1. Listening and Speaking</p> <p> a. Giving and responding to opinions</p> <p>2. Reading and writing</p> <p> a. Note taking</p> <p> b. Narrative writing – writing narrative essays of two to three paragraphs</p> <p>3. Grammar in Context:</p> <p> Tense</p> <p> • Present</p> <p> • Past</p> <p> • Future</p>	<p>158 - 198</p> <p>159 - 163</p> <p>164 - 189</p> <p>190 - 198</p>

Unit V (18 hours)	199 - 231
1. Listening and Speaking	199 - 203
a. Participating in a Group Discussion	
2. Reading and writing	204 - 216
a. Reading diagrammatic information	
– interpretations maps, graphs and pie charts	
b. Writing short essays using the	217 – 231
language of comparison and contrast	
3. Grammar in Context: Voice (showing the	
relationship between Tense and Voice)	

SEMESTER I	Subject title	subject code	Cre dit
	CORE I-PROBLEM SOLVING USING PYTHON	SE21A	4

COURSE OBJECTIVES

- Describe the core syntax and semantics of Python programming language.
- Discover the need for working with the strings and functions.
- Illustrate the process of structuring the data using lists, dictionaries, tuples and sets.
- Understand the usage of packages and Dictionaries.

SYLLABUS

UNIT – I Introduction: The essence of computational problem solving – Limits of computational problem solving-Computer algorithms-Computer Hardware-Computer Software-The process of computational problem solving-Python programming language - Literals - Variables and Identifiers - Operators - Expressions and Data types.

UNIT - II Control Structures: Boolean Expressions - Selection Control - If Statement

Indentation in Python- Multi-Way Selection -- Iterative Control- While Statement- Infinite

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loops- Definite vs. Indefinite Loops- Boolean Flags and Indefinite Loops. Lists: List Structures - Lists in Python - Iterating over lists in Python.

UNIT - III Functions: Program Routines- Defining Functions- More on Functions: Calling Value-Returning Functions- Calling Non-Value-Returning Functions- Parameter Passing - Keyword Arguments in Python - Default Arguments in Python-Variable Scope. UNIT - IV Objects and their use: Software Objects - Turtle Graphics – Turtle attributes-Modular Design: Modules - Top-Down Design - Python Modules - Text Files: Opening, reading and writing text files - String Processing - Exception Handling.

UNIT - V Dictionaries and Sets: Dictionary type in Python - Set Data type. Object Oriented Programming using Python: Encapsulation - Inheritance – Polymorphism. Recursion: Recursive Functions.

COURSE OUTCOMES:

- To Understand the principles of Python and acquire skills in programming in python
- To develop the emerging applications of relevant field using Python
- Interpret the fundamental Python syntax and semantics and be fluent in the use of Python control flow statements.
- Able to develop simple turtle graphics programs in Python

TEXT BOOK

1. Charles Dierbach, “Introduction to Computer Science using Python - A computational Problem solving Focus”, Wiley India Edition, 2015.

REFERENCE BOOKS:

1. Mark Lutz, “Learning Python Powerful Object Oriented Programming”, O’reilly Media 2018, 5th Edition.

2. Timothy A. Budd, “Exploring Python”, Tata McGraw Hill Education Private Limited 2011, 1st Edition

3. Allen Downey, Jeffrey Elkner, Chris Meyers, “How to think like a computer scientist: learning with Python”, 2012.

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4. Sheetal Taneja & Naveen kumar, “Python Programming a Modular approach – A Modular approach with Graphics, Database, Mobile and Web applications”, Pearson, 2017. 5. Ch Satyanarayana M Radhika Mani, B N Jagadesh, “Python programming”, Universities Press 2018.

WEB REFERENCES

- <http://interactivepython.org/courselib/static/pythonds>
- <http://www.ibiblio.org/g2swap/byteofpython/read/>
- <http://www.diveintopython3.net/>
- <http://greenteapress.com/wp/think-python-2e/>
- NPTEL & MOOC courses titled Python programming
-

http://spoken-tutorial.org/tutorial-search/?search_foss=Python&search_language=English

- <http://docs.python.org/3/tutorial/index.html>

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	M	S	S	M	M
CO3	S	M	M	M	M
CO4	M	M	S	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER I	Subject title	subject code	Credit
	PRACTICAL I-PROBLEM SOLVING USING PYTHON LAB	SE211	3

COURSE OBJECTIVES

- To implement the python programming features in practical applications.
- To write, test, and debug simple Python programs.
- To implement Python programs with conditionals and loops.
- Use functions for structuring Python programs.
- Represent compound data using Python lists, tuples, dictionaries, turtles, Files and modules.

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LIST OF EXERCISES

1. Program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice.
2. Program to calculate total marks, percentage and grade of a student. Marks obtained in each of the five subjects are to be input by user. Assign grades according to the following criteria:
Grade A: Percentage ≥ 80 Grade B: Percentage ≥ 70 and < 80
Grade C: Percentage ≥ 60 and < 70 Grade D: Percentage ≥ 40 and < 60 Grade E: Percentage < 40
3. Program, to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.
4. Program to display the first n terms of Fibonacci series.
5. Program to find factorial of the given number using recursive function.
6. Write a Python program to count the number of even and odd numbers from array of N numbers.
7. Python function that accepts a string and calculate the number of upper case letters and lower case letters.
8. Python program to reverse a given string and check whether the give string is palindrome or not.
9. Write a program to find sum of all items in a dictionary.
10. Write a Python program to construct the following pattern, using a nested loop
1
22
333
4444
55555
666666
7777777
88888888
999999999
11. Read a file content and copy only the contents at odd lines into a new file.
12. Create a Turtle graphics window with specific size.
13. Write a Python program for Towers of Hanoi using recursion
14. Create a menu driven Python program with a dictionary for words and their meanings.
15. Devise a Python program to implement the Hangman Game.

COURSE OUTCOMES

- Implement Conditionals and Loops for Python Programs
 - Use functions and represent Compound data using Lists, Tuples and Dictionaries
 - Understand the numeric or real life application problems and solve them. •
- Apply a solution clearly and accurately in a program using Python.
- Apply the best features available in Python to solve the situational problems.

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MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	S	M	M
CO3	M	M	M	S	M
CO4	S	M	S	M	S
CO5	M	M	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER I	Subject title	subject code	Credit
	ALLIED I- MATHEMATICS I	SM3AA	5

COURSE OBJECTIVES

1. To study about summation of binomial series, exponential series, logarithmic series, newtons forward and backward formula, Lagrange's interpolation formula and newton Raphson method.
2. To study about matrix and cayley Hamilton theorem.
3. To solve a polynomial equation of different types.
4. To Define and illustrate the concept of hyperbolic functions and inverse hyperbolic function, Expansion of $\sin nx$, $\cos nx$, $\tan nx$ and powers of sines and cosines in terms of functions of multiples of x .
5. To acquire knowledge about Successive differentiation, Jacobian, radius of curvature and finding maxima and minima of a function.

SYLLABUS

UNIT I

Algebra And Numerical Methods:

Algebra: Summation of series - simple problems.

Numerical Methods: Operators E, Δ, ∇ , difference tables- Newton-Raphson method
Newton's forward and backward interpolation formulae for equal intervals, Lagrange's interpolation formula.

Chapter 2, Section 2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter 3, Section 3.4.1 and Chapter 5, Section 5.1 and 5.2.

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UNIT II

Matrices: Symmetric, Skew-Symmetric, Orthogonal, Hermetian, Skew-Hermetian and Unitary matrices. Eigen values and Eigen-vectors, Cayley-Hamilton theorem (without proof) – verification- Computation of inverse of matrix using Cayley - Hamilton theorem.

Chapter 4, Section 4.1.1 to 4.1.6, 4.5, 4.5.2, 4.5.3.

UNIT III

Theory Of Equations: Polynomial equations with real coefficients, irrational roots, complex roots, symmetric functions of roots, transformation of equation by increasing or decreasing roots by a constant, reciprocal equation-simple problems.

Chapter 3, Section 3.1 to 3.4.1(omit section 3.2.1)

UNIT IV

Trigonometry: Expansions of $\sin(n\theta)$ and $\cos(n\theta)$ in a series of powers of $\sin\theta$ and $\cos\theta$ -
Expansions of $\sin^n\theta$, $\cos^n\theta$, $\tan^n\theta$ in a series of sines, cosines and tangents of multiples of " θ "
- Expansions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ in a series of powers of " θ " – Hyperbolic and inverse hyperbolic functions .

Chapter 6, Section 6.1 to 6.3.

UNIT V

Differential Calculus: Successive differentiation, n^{th} derivatives, Leibnitz theorem (without proof) and applications, Jacobians, Curvature and radius of curvature in Cartesian co ordinates, maxima and minima of functions of two variables- Simple problems

Chapter 1, Section 1.1 to 1.3.1 and 1.4.3.

COURSE OUTCOMES:

Students gain knowledge about

1. basic concepts of Algebra
2. To solve Matrices,
3. To find solutions for a given polynomial.
4. To evaluate Trigonometric functions and
5. To design and solve differential Equations.

Content and treatment as in

Allied Mathematics, Volume I and II, by P. Duraipandian and S. Udayabaskaran, S. Chand Publications

22

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.themathpage.com>

<http://nptel.ac.in>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	S	S	S
CO3	M	M	S	S	M
CO4	S	S	M	S	M
CO5	S	M	S	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER I	Subject title	subject code	Credit
	BASIC TAMIL	NLT1C	2

பைபாத்திட்டுத்தின் தநாக்கம் (Objective)

மிழ்பைபாழிடைப் தபசவும் எழு வும் படிக்கவும் ப ரைரி ாணவர்கள் அடிப்படைத் மிழ் பைபாம் படித்துப் பைன்பபறும் தநாக்கில் பைபாத்திட்டுத்ம் அடைகிது. அண்டை ாநிலங்களிலிருந்தும் பைபி நாடுகளிலிருந்தும் இளங்கடல, இளம் அறிவையில் பட்டுத்ம் பபறும் ாணவர்கள் மிழ் நாட்டின் ாநில பைபாழிடைப் தபசவும் எழு வும் துடணபுரியும் வடகயில் பைபாத்திட்டுத்ம் வடிவடைக்கப்பட்டுள்ளது.

இம்ாணவர்கள் மு ற்பருவத்தில் மிழ் பைபாழியின் எழுத்துக்கடள எழு வும் படிக்கவும் பயிற்சி அளிக்கப்படுகிது. தைலும் மிழ் பைபாழியின் பசால் வடக, ப ாரடைப்பு, மிழில் எண்ணுப்பபைர்கள், லைல் உறுப்புகள், அன்னை ா வாழ்விற்குத் த டவைான பபாருள்கடள அறிந்துபகாள்ள டவப்பத இ ன் தநாக்கைகாகும்.

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பைபாத்திட்டுத்ம் - மு ல் பருவம் (SYLLABUS)

அலகு - 1.

எழுத்துகள்

1. உயிர் எழுத்து, ஆய் எழுத்து, 2. பைய் எழுத்து , 3. உயிர்

பைய் எழுத்து அலகு - 2

பசாற்கள்

1. பபைர்ச்சபசால், 2. விடன ச்பசால், 3. இடை ச்பசால்,

4. உரிச் பசால் அலகு -3.

ப ாரடைப்பு

1. எழுவாய், 2. பைனிடல, 3. பசைப்படுப் பபாருள்

அலகு -4.

பிடை நீக்கம்

1. ஒற்றுப் பிடை, 2. எழுத்துப் பிடை, 3. ப ார்ப்பிடை,

அலகு - 5

எண்கள், லைவுப் பபைர்கள், வாழ் இைங்களும், பபாருள்களும்

அலகு - 6

அறிமுகம்

1. விவரிக்க, 2. இறந்த, 3. உணவு
முடைகள்-சுவ-காய்கள்-பைங்கள் தபான்னை.

பைத்தித்தின் பைன்கள் (Subject Outcome)

இந் பைத்தினால் தவற்றுப்புல ாணவர்கள்
மைகத்தில் பைர ஸ்க்களையும மிழில் தபச முடியும். மிழ்
பைழியிலுள்ள சிறு சிறு படைப்புகளப் பார்த்து இலக்கை
இன்பம் பைமுடியும். மைகத்திலுள்ள சுற்றுலாத் லங்களுக்கு
வழிகாட்டி இன்றிப் தபாய் வரு ல்.

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பாட நூல்

மிழ் – பகுதி 4 - பசன்டனப் பல்கலக்கைகம் அடிப்படைத்
மிழுக்குப் பைத்தித்தின்கள் ஸ்டுதை வடரைறுத்துள்ளது. அட
நூலாக பவளியைவில்டல. எனதவ, பைநூல் இல்டல.

Reference book

மிழ் – பகுதி 4 - பசன்டனப் பல்கலக்கைகம் வடிவடைத்
பைத்தித்தின்கள் ஆடகைால் குறிப்பு விநூல் என்று னைாக
இல்டல. (Reference book not applicable)

SEMESTER I	Subject title	subject code	Credit
	ADVANCED TAMIL	TLT1C	2

பைத்தித்தின் தநாக்கம் (Objective)

இப்பைத்தித்தின் பள்ளிகளில் ஒரு சில வகுப்புகளில்
மிடைப் படித்து மிழ் பைழிடை முழுடைாக அறிந்து பகாள்ளா
கல்லூரிகளில் பை பைழி கற்பவர்களுக்காக
வடிவடைக்கப்படுகிறது. இங்கு மிழ் இலக்கைப்பகுதியும்,

மிழிலக்கை வரலாற்றுப்பகுதியும், பைபாழிப்பயிற்சியும்
பைபாக அடைகிறது. மிழ் இலக்கை இன்பத் துணரும்
தநாக்கிலும் இலக்கை வளத் துணரும் தநாக்கிலும்
பைபாத்திட்டம் உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

IV.இலக்கை

V.அட ச் சார்ந் மிழிலக்கை வரலாறு

VI.பைபாழிப் பயிற்சி

அலகு -1

நாட்டுப் பைப்பைபால்

1. பஞ்சம். 2. ானம் விடிவப ப்தபா?

அலகு -2

புடன கட

1."கட்டை விரல்"-சி.என்.அண்ணாதுடர

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அலகு -3

புதுக்கவிட

1. ஆடிக்காற்றை -சிற்பி, 2. கைடைடைச் பசய்-மீரா, 3.
தைந் வர்கள்-அப்துல் ரகூான்

அலகு - 4.

பைபாழித்தை

1. கடலச்சால்லாக்கம், 2. பபாருந்தை பசால் ரு ல், 3. பிடை

நீக்கி எழுது ல் பைபாத்திட்டத்தின் பைன்கள் (Subject Outcome)

இப்பைபாத்த ப் படிப்ப ால் மிழ் பைபாழியின்

இலக்கைஇன்பம், பசால் வளம், புது கடலச்சால் படைத் ல்
தபான்வைவற்றை உணர உ வுகிறது.

பாட நூல்

மிழ் – பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் அடிப்படைத் மிழுக்குப்

பைபாத்திட்டுைங்கள் டைட்டுதை வடரைறுத்துள்ளது. அட நூலாக பவளியையிவில்டல. எனதவ, பைபாநூல் இல்டல.

Reference book

மிழ் – பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத் பைபாத்திட்டுைங்கள்

ஆடகைால் குறிப்பு விநூல் என்று னைனாக இல்டல. (Reference book not applicable)

SEMESTER I	Subject title	subject code	Credit
	Basics of Retail Marketing	CC5AD	2

COURSE OBJECTIVES

1. To enable the students to understand the concepts of retail marketing
2. To teach the students on aspects branding and labeling in retail trade

SYLLABUS

UNIT – I

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Retailing – Definition – Retail Marketing – Growth of organized retailing in India – Importance of retailing.

UNIT – II

Functions of Retailing – characteristics of Retailing – Types of Retailing – store retailing – Non-store retailing

UNIT – III

Retail location factors – Branding in retailing – private labeling – Franchising concept.

UNIT – IV

Communication tools used in Retailing – Sales promotion, e-tailing- window display

UNIT - V

Supply chain management – definition – importance – Role of information Technology in retailing.

TEXT BOOKS

- 1.P.K Madhavan – Introduction to Retailing –Vijay Nicole Imprints Private Limited ,Chennai.

2. John J.Coyle , C. John Langley .JR., Robert A. Novack , Brian J.Gibson – Supply Chain Management A Logisticss Perspective – CENGAGE , New Delhi
- 3.Joel D.Wisner , Keah – Choon Tan , G.Keong Leong – Principles of Supply Chain Management A Balanced Approach– CENGAGE, New Delhi

REFERENCE BOOKS:

1. Modern Retail Management – J.N.Jain & P.P.Singh Regal Publications , New delhi
2. Retail Management – Suja Nair, Himalaya Publishing house.

COURSE OUTCOMES

- Equip the students to get the knowledge of retail marketing and its segmentation.
- To make the students understand the significance of retail marketing and the functions performed by it.
- To highlight the importance of Supply Chain Management and the role played by Information Technology in the field of retail marketing.

SEMESTER I	Subject title	subject code	Credit
	ENGLISH FOR PHYSICAL SCIENCES	PZ1SA	3

COURSE OBJECTIVES

- To develop the language skills of students by offering adequate practice in professional

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contexts.

- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

COURSE OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension • Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar SYLLABUS

SYLLABUS

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart. Speaking:

Role play (formal context)

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Reading: Skimming/Scanning

Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information. Speaking:

Making presentations (with PPT- practice). Reading: Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence,

Professional Ethics and Life Skills)

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Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

SEMESTER II	Subject title	subject code	Credit
	TAMIL II	LA12A	3

பாடத்திட்டத்தின் ந ாக்கம்

காலந்த ாறும் மிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கைக்கும் அ ன் னை ஆ அகலத் ட யும் ஒரு பருந்து பார்டவயில் தநாக்கும் வடகயில் பபாதுத் மிழ்ப் பைப்பகுதி கட்ைடைக்கப்பட்டுள்ளது.

பைந் மிழ் இலக்கைகிங்களின் வாயிலாக னைம், பபாருள், இன்பம் ஆகைவற்றைத் தபாதித் ல். பைந் மிழ் இலக்கைகிங்களின் இலக்கைச் பசறிடவயும், பசால் வளங்கடளயும் உணர டவத் ல்.

பைந் மிழ்ச் பசாற்களின் அருடைடைப் புரைிடவத்து பைபாழி கலப்பின்றிப் தபசுவ ன் அவசைத் ட வலியுறுத் ல். பைந் மிழ் ைக்களின் வாழ்வைிடல எடுத்துடரத் ல். இடவதை இப்பைபாத்திட்டைத்தின் தநாக்கைகாகும்.

பாடத்திட்டம்

I.இலக்கைகிம்

II.அட ச் சார்ந் மிழிலக்கைகி வரலாறு

III.பைபாழிப் பயிற்சி

அலகு 1

1. நற்றிடைண - 87, 88

2. குறுந்ப ாடக - 46, 88, 89

3. கலித்ப ாடக - 11 ஆம் பைபால் - “அரி ைை அன் எய்தி..

அலகு 2

1. அகநானாறு - 86 ஆம் பைபால் (உழுந்து டலபபய்)

2. ஐங்குறுநாறு - கிள்டளப்பத்து

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3. பரிபைபால் -பசவ்தவள் 5, கடுவன் இளபவயினார் (1 மு ல் 10

வரிகள் - பவற்றி தவல்) **அலகு 3**

1. பைபுநானாறு - 182, 192

2. பதிற்றுப்பத்து -காக்கடகப்பாடினைார்,

நச்பசள்டளளார் பைபால் (56, 57) **அலகு 4**

1. பத்துப்பாட்டு - முல்லலப்பாட்டு

அலகு 5

1. திருக்கைகள் - பபாருட்பால் - 3 அதிகாரம் (காலைறி ல், சுற்றைந்
றால், கண்தணாட்மை) 2. நாலடைார் - ஈடக (மு ல் 5 பைபால்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதிபனண்தைற்கணக்கு நூல்கள் (எட்டுத் ப
ாடக, பத்துப்பாட்டு) 2. பதிபனண்கீழ்க்கணக்கு நூல்கள்

III ம ாழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (தவற்றுடைத் ப ாடக, உவடைத் ப ாடக,
பண்புத் ப ாடக, உம்டைத் ப ாடக, அன்பைபாழித் ப
ாடக.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகடளக்
கண்ணைறி ல்]
2. ஒற்று மிகும் மிகா இைங்கள்
3. ைரபுத் ப ைார்கள் (மிழ் ைரபுத் ப ைார்கடளக் கண்ணைறி ல்)
பைபாத்திட்டுத்தின் பைன்கள்

பைந் மிழ் இலக்கைகிங்களின்வழைகாக, அக்கால ைக்களின்
அகவுணர்வுகடளயும் அக ஒழுக்கங்கடளயும் பண்பாட்டையும
உணர்ந்து பகாள்ளு ல். பைந் மிழ் இலக்கைகி வாசிப்பின் வழி
இைற்கடயின் உன்ன ைகத்துவத்தட் ப் புரைிடவத் ல்.

மிழ் இலக்கைகி வளங்களின் வாயிலாகத் மிழ்ப்பண்பாட்டை
அடுத் டலமுடைக்குக் பகாண்டுபசல்லு ல். பைபாழிவளத்தின் த டவடை
வலியுறுத்து ல். ைாணவர்கள் பிடையின்றி எழு பைபாழிப்பயிற்சி உ
வுகைகிது.

இப்பைபாத்திட்டுமை ைாணவர்கள் ங்கள் நடிப்பு தைிடன
வளர்க்கின்னது. தபாட்டித்த ர்வுகடள எதிர்பகாள்வ ற்குத் மிழ்
இலக்கைகி வரலாற்றுப்பகுதி மிகுந் பைனுடை ைக அடைகைகிது.

அடித் ளப் படிப்பு - பகுதி - I மிழ்

மு லாம் ஸ்ஹும் இரண்ஸாம் பருவங்களுக்குரைது.

அடனத்துப் பட்ஸ்ப்படிப்பு பிரிவுகளுக்கும் ஐந் ாண்டு ஓருங்குமுடை
பட்ஸ் தைற்படிப்புப் பிரிவுகளுக்கும் பபாதுவானது.

ாள் -I - பசய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021
onwards.)

Reference book

மிழ் – பகுதி 1 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத்
பைாத்திட்டுங்கள் ஆடகைால் குறிப்பு விநூல் ஂன்று னைிராக இல்டல.
(Reference book not applicable)

COURSE OBJECTIVES

SEMESTER II	Subject title	subject code	Credit
	FRENCH II	CLK2T	3

In teaching French, we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

COURSE OUTCOMES

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text - Not applicable

SEMESTER II	Subject title	subject code	Credit
	HINDI II	CLE2G	3

I. COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

SYLLABUS

I . ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Laksmi Ka Swagat

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3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA MANJARI

Edited by: Dr. Chitti. Annapurna

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),

T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan
 2. Mithayeewala
 3. Seb aur Dev
 4. Vivah ki Teen Kathayen
- ### III. TRANSLATION PRACTICE : (English to Hindi)

BOOKS FOR REFERENCE :

1. Prayojan Moolak Hindi : Dr. Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III
Street, Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha

T. Nagar, Chennai -17.

UNIT – I

1. Auranzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

COURSE OUTCOMES

1. Understand the role of Hindi short stories and One Act Play in the development of the society.

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2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Enculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of art of translation.

SEMESTER II	Subject title	subject code	Credit
	ENGLISH II	LZ12A	3

COURSE OBJECTIVES

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

COURSE OUTCOMES

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance

Students will increase their reading speed and comprehension of academic articles

- Students will improve their reading fluency skills through extensive reading

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SYLLABUS

Unit I (18 hours)

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation) b. Listening to problems and offering solutions (informal)
- 2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)

- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

- Adverbs Prepositions

Unit II (20 hours)

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

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b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation) b.ii.
Identifying and using figures of speech - simile, metaphor,
personification etc.

3. Word Power

a. Idioms & Phrases

4. Grammar in Context Conjunctions and
Interjections

Unit III (18 hours) 1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT,
analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations 2. Reading and

writing a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit IV (16 hours)

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during
the meeting and making concluding remarks.

2. Reading and Writing

a. Reading visual texts – advertisements

b. Preparing first drafts of short assignments

3. Word Power

- a. Denotation and Connotation

4. Grammar in Context: Sentence Types

Unit V

(18 hours)

1. Listening and Speaking

- a. Informal interview for feature writing

- b. Listening and responding to questions at a formal interview 2.

Reading and Writing

- a. Writing letters of application

- b. Readers' Theatre (Script Reading)

- c. Dramatizing everyday situations/social issues through skits.
(writing scripts and performing)

3. Word Power

- a. Collocation

4. Grammar in Context: Working With Clauses

SEMESTER II	Subject title	subject code	Credit
	CORE II- COMPUTER ORGANIZATION	SE22A	4

COURSE OBJECTIVES

1. To understand the basic organization of computers and the working of each component and CPU
2. To bring the programming features of 8085 Microprocessor and know the features of latest microprocessors.
3. To understand the Code conversion and its uses.
4. To understand the Assembly language programming for 8085
5. To understand the principles of Interfacing I/O devices and Direct Memory accesses

SYLLABUS

UNIT - I

Data representation: Data types – Complements- fixed point and floating point representation other binary codes. Register Transfer and Microoperations: Register transfer language Register transfer- Bus and Memory transfers – Arithmetic, logic, and shift micro-operations.

UNIT - II

Central processing unit: General register and stack organizations- instruction formats - Addressing modes- Data transfer and manipulation - program control- RISC - Pipelining - Arithmetic and instruction- RISC pipeline - Vector processing and Array processors.

UNIT - III

Microprocessor Architecture and its Operations - 8085 MPU - 8085 Instruction Set and Classifications. Programming in 8085: Code conversion - BCD to Binary and Binary to BCD conversions - ASCII to BCD and BCD to ASCII conversions - Binary to ASCII and ASCII to Binary conversions.

UNIT - IV

Programming in 8085:BCD Arithmetic - BCD addition and Subtraction - Multibyte Addition and Subtraction - Multiplication and Division. Interrupts The 8085 Interrupt – 8085 Vectored Interrupts –

UNIT - V

Direct Memory Access(DMA)and 8257 DMA controller - 8255A Programmable Peripheral Interface. Basic features of Advanced Microprocessors - Pentium - I3, I5, and I7

COURSE OUTCOMES

1. Describe the major components of a computer system and state their function and purpose
2. Describe the microstructure of a processor
3. Ability to do the code conversion
4. Demonstrate the ability to program a microprocessor in assembly language.
5. Classify and describe the operation DMA and peripheral Interfaces

REFERENCE BOOKS

1. M.M. Mano, “Computer System architecture”. Pearson, Third Edition, 2007
2. R. S. Gaonkar- "Microprocessor Architecture- Programming and Applications with 8085"- 5th Edition- Penram- 2009.
3. Tripti Dodiya & Zakiya Malek, “Computer Organization and Advanced Microprocessors”, Cengage Learning, 2012.
4. Mathur- “Introduction to Microprocessor”- 3rd Edition- Tata McGraw-Hill-1993.
5. P. K. Ghosh and P. R. Sridhar- “0000 to 8085: Introduction to Microprocessors for

Engineers and Scientists”- 2nd Edition- PHI- 1995.

6. NagoorKani- “Microprocessor (8085) and its Applications”- 2nd Edition- RBA Publications- 2006.

7. V. Vijayendran- “Fundamentals of Microprocessors – 8085”- S. Viswanathan Pvt. Ltd.- 2008.

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MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	M
CO2	M	S	S	S	S
CO3	S	M	S	S	M
CO4	M	M	M	M	S
CO5	S	M	M	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER II	Subject title	subject code	Credit
	PRACTICAL II-COMPUTER ORGANIZATION LAB	SE221	3

COURSE OBJECTIVES

1. To understand the programming features and operations of assembly language programs using 8085 microprocessor kit or Simulator
2. To understand the implementation of Arithmetic operators in assembly language programs
3. To efficiently use the data structures in assembly language programs
4. To implement code conversion in assembly language program
5. To understand the implementation of mathematical operations in assembly language programs

LIST OF EXERCISES:

I : Addition and Subtraction

1. 8 - bit addition
2. 16 - bit addition
3. 8 - bit subtraction
4. BCD subtraction

II : Multiplication and Division

1. 8 - bit multiplication
2. BCD multiplication
3. 8 - bit division

III: Sorting and Searching

1. Searching for an element in an array.
2. Sorting in ascending order.

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3. Finding largest and smallest elements from an array
4. Reversing array elements
5. Block move
6. Sorting in descending order

IV: Code Conversion

1. BCD to Hex and Hex to BCD
2. Binary to ASCII and ASCII to binary
3. ASCII to BCD and BCD to ASCII

V: Applications

1. Square of a single byte Hex number
2. Square of a two digit BCD number
3. Square root of a single byte Hex number
4. Square root of a two digit BCD number

COURSE OUTCOMES

1. Implement the arithmetic operations in assembly language programming
2. Understand the programming logic of 8085 in various aspects
3. Enables to understand the use of data structures in assembly language
4. To implement the code conversion in assembly language program
5. To write assembly language programs for basic mathematical operations

REFERENCE BOOKS

1. V. Vijayendran- "Fundamentals of Microprocessors – 8085"- S. Viswanathan Pvt. Ltd.- 2008.
2. Mathur- "Introduction to Microprocessor"- 3rd Edition- Tata McGraw-Hill-1993.

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	M	S	S	S	M
CO3	S	S	M	S	M

CO4	S	M	S	S	S
CO5	S	M	M	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

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SEMESTER II	Subject title	subject code	Credit
	ALLIED II-MATHEMATICS II	SM3AE	5

COURSE OBJECTIVES

1. To acquire Knowledge about Integration and Fourier series.
2. To acquire knowledge About the methods of solving Ordinary Differential Equations and Partial Differential Equations.
3. To know about Laplace transforms.
4. To acquire Knowledge about Vector differentiation.
5. To acquire Knowledge about Vector integration

SYLLABUS

UNIT I

Integral Calculus: Bernoulli's formula – Reduction formulae – $\int_0^{\pi/2} \sin^n x \, dx$, $\int_0^{\pi/2} \cos^n x \, dx$, $\int_0^{\pi/2} \sin^m x \cos^n x \, dx$ (m, n being positive integers), Fourier series for functions in $(0, 2\pi)$, $(-\pi, \pi)$.

Chapter 2: Section 2.7 & 2.9, Chapter 4: Section 4.1.

UNIT II

Differential Equations:

Ordinary Differential Equations: second order non-homogeneous differential equations with constant coefficients of the form $ay'' + by' + cy = X$ where X is of the form $e^{ax} \cos bx$ and

$\sin bx$ -Related problems only.

Partial Differential Equations: Formation, complete integrals and general integrals, four standard types and solving Lagrange's linear equation $Pp + Qq = R$.

Chapter 5: Section 5.2.1, Chapter 6: Section 6.1 to 6.4

UNIT III

Laplace Transforms: Laplace transformations of standard functions and simple properties, inverse Laplace transforms, Application to solution of linear differential equations up to second order- simple problems.

Chapter 7: Section 7.1.1 to 7.1.4 & 7.2 to 7.3

UNIT IV

Vector Differentiation: Introduction, Scalar point functions, Vector point functions, Vector differential operator, Gradient, Divergence, Curl, Solenoidal, irrotational, identities.

Chapter 8, Section 8.1 to 8.4.4

UNIT V

Vector Integration: Line, surface and volume integrals, Gauss, Stoke's and Green's theorems (without proofs). Simple problems on these.

Chapter 8, Section 8.5 to 8.6.3.

COURSE OUTCOMES:

Students gain knowledge about basic concepts of

1. To solve problems under integration.
2. Recall the types of linear homogeneous equations of second order equations .
3. Understand and apply the Laplace Transforms
4. Will gain knowledge about Vector differentiation.
5. Will solve problems related to vector integration.

Content and treatment as in

Allied Mathematics, Volume I and II , P. Duraipandian and S. Udayabaskaran, S. Chand Publications.

Content and treatment as in

Allied Mathematics, Volume I and II , P. Duraipandian and S. Udayabaskaran, S. Chand Publications.

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.

2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.sosmath.com>

2. http://www.anlyzemath.com/Differential_Equations/applications.html

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MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	M
CO3	S	S	M	S	M
CO4	S	S	S	S	M
CO5	S	M	S	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER II	Subject title	subject code	Credit
	BASIC TAMIL II	NLT2D	2

பைபாத்திட்டுத்தின் தநாக்கம் (Objective)

மிழ்பைபாழிடைப் தபசவும் எழு வும் படிக்கவும் ப ரைரி
ணாவர்கள் அடிப்படைத் மிழ் பைபாம் படித்துப் பைன்பபறும்
தநாக்கில் பைபாத்திட்டுத்ம் அடைகைது. அண்டை
ணாநிலங்களிலிருந்தும் பைபி நாடுகளிலிருந்தும் இளங்கடல,
இளம் அறிவையில் பட்டுத்ம் பபறும் ணாவர்கள் மிழ் நாட்டின்

ஹாநில பைாழிடைப் தபசவும் எழு வும் துடணபுரியும் வடகயில் பைாத்திட்டும் வடிவடைக்கப்பட்டுள்ளது.

இம்ஹாணவர்கள் இரண்ஹாம் பருவத்தில் மிழ் பைாழியிலுள்ள சிறு சிறு இலக்கைகிப்பகுதிகடளப் படிப்பர். சிறு கட கள், சுற்றுலாத் லங்கள், மிழ் இலக்கைகிங்களின் வரலாறு ஆகைவற்றடைப் புரிந்துபகாள்ளும் தநாக்கில் பைாத்திட்டும் அடைகைது.

பைாத்திட்டும் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

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1. ஆத்திச் சூடி(1-12), 2. பகாண்டை தவந் ன்(1-8),

3. திருக்கைகள்(5)

1. அகர மு ல (1), 2. பசைற்கரை (26), 3. னைத்துக்கண் (34), 4. கற்க கசைசக்..... (391), 5. எப்பபாருள் (423).

அலகு - 2.

நீதிக் கட கள்

1. பீர்பால் கட , 2. பரைார்த் குரு கட

அலகு - 3.

அறிமுகம்

அ. மிழ் இலக்கைகி வரலாறு - இலக்கைகிங்கள் புலவர்கள்

ஆ. மைக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத் லங்கள்- அலுவலகப் பபைர்கள்

இ.பைபைாழிகள்.

பைாத்திட்டுத்தின் பைன்கள் (Subject Outcome)

மிழ் இலக்கைகித்தின் சைப்பிடனயும் மிழ் பைாழியின் சைப்பிடனயும் பைாழிவளத் ட யும் அறிந்து பகாள்ள உ வுைகைது.

மெயிக ைக்களின் பண்பாட்டுக்கூறுகடள உணர்ந்து பகாள்ளு ல்

பாட நூல்

மிழ் – பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் அடிப்படைத் மிழுக்குப்

பைபாத்திட்டுைங்கள் ைட்டுதை வடரைறுத்துள்ளது. அட நூலாக பவளியைவிவில்டல. எனதவ, பைபாநூல் இல்டல.

Reference book

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மிழ் – பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத்
பைபாத்திட்டுைங்கள்

ஆடகைகால் குறிப்பு விநூல் என்று னைனாக இல்டல. (Reference book not applicable)

SEMESTER II	Subject title	subject code	Credit
	ADVANCED TAMIL II	TLT2D	2

பைபாத்திட்டுைத்தின் தநாக்கம் (Objective)

இப்பைபாத்திட்டுைம் பள்ளிகளில் சில வகுப்புகள் வடரயில் ைட்டுதை மிடைப் படித்துக் கல்லூரிகளில் பைபி பைபாழி கற்பவர்களுக்காக வடிவடைக்கப்படுகைது. இங்கு ப ைாக்க கால பசய்யுள் மு ல் ற்கால புதுக்கவிட வடர உள்ள ஒருசில பகுதிகள் அடைந்துள்ளன. அடனத்துக் கால இலக்கைகிங்களின் ன்டைடை உணர்ந்துபகாள்ளு ல்.

மிழ் இலக்கைகிப்பகுதியும், மிழிலக்கைகி வரலாற்றுப்பகுதியும், பைபாழிப்பயிற்சியும் பைபாக அடைகைது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

VII.இலக்கைகிம்

VIII.அட ச் சார்ந் மிழிலக்கைகி வரலாறு

IX.பைபாழிப் பயிற்சி

அலகு - 1

கட்டுடர

1. பபண்ணின் பபருடை-திரு.வி.க

அலகு -2.

பசய்யுள்

1. பைநானாறு - அ. பகடுகசிந்த - ஓக்கூர் ாசாத்தைதார்,
ஆ. ஈன்று பைந் ரு ல் - பபான்முடையார், இ. ாதும் ஊதர -
கனைன்பூங்குன்னைனார் ஈ. திருக்கைகள் - வான் சைப்பு
முழுடையும்

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உ. சிலப்பதிகாரம் - ாங்கல வாழ்த்துப் பைபால்

ஊ. திருவாசகம் - தவண்ைத் க்கது

எ. திருவாய்பைபாழி - ாைர்வை

ஏ. இரட்சண்ை ாாத்ரிகம் (சிலுடவப்பாடு)-பைபால்எண்-1,3.4

ஐ. சைப்புராணம் - வானவர்க்கும்

ஒ. பாரதைதார்- நல்லத ார்வீடண

அலகு -3.

இலக்கைகி வரலாறு

பைபாம் முவை இலக்கைகி வரலாறு

அலகு -4.

பைபாழிபைபர்ப்பு

ஆங்கிலப் பகுதிடைத் மைரிக்கம் பசய் ல்

பைபாத்திடைத்தின் பைன்கள் (Subject Outcome)

மிழ் பைபாழி, மிழ் இலக்கைகித்தின் ப ான்டைடை அறி ல்.

மிழ் ைக்களின் பண்பாட்டைக் கால வாரைரிாக உணர்ந்து

பகாள்ளு ல். பைபாழிபபைர்ப்புத்துடையிலும் பசைலாற்றை
முடியும்

பாட நூல்

மீழ் – பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் அடிப்படைத் மிழுக்குப்

பைபாத்திட்டைங்கள் டைட்டுதை வடரைறுத்துள்ளது. அட நூலாக
பவளியைவில்டல. எனதவ, பைபாநூல் இல்டல.

Reference book

மீழ் – பகுதி 4 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத்
பைபாத்திட்டைங்கள்

ஆடகைகால் குறிப்பு விநூல் என்று தைனிக இல்டல. (Reference book
not applicable)

SEMESTER II	Subject title	subject code	Credit
	BASICS OF BUSINESS INSURANCE	CC5AB	2

COURSE OBJECTIVES

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1. To enable the students to understand the concepts and the types of Insurance. 2. To sensitize the students on the role of Government in insurance business and IRDA Act.

SYLLABUS

Unit – I

Introduction to Insurance – Type of Insurance – Principles of Insurance.

Unit – II

Salient features of IRDA Act – Administration of IRDA Act – Regulatory measures of IRDA .

Unit – III

Life insurance products – Term, Whole life, Endowment.

Unit – IV

Introduction to general Insurance – fire, marine and motor insurance.

Unit – V

Government and insurance companies – LIC India- private players in Insurance in India.

Text Books:

1. M.N.Mishra – Insurance, Principles and practice, S. Chand & Co. Ltd., New Delhi 2.
Dr.N.Premavathy – Elements of Insurance, Sri Vishnu Publications, Chennai. Dr.A.Murthy –
Elements of Insurance, Margham Publications, Chennai .

References:

1. Nalini Prava Tripathy, Prabir Paal – Insurance Theory & Practice, Prentice Hall of India
Anand Ganguly – Insurance Management, New Age International Publishers.

COURSE OUTCOMES

† Students understand the concepts and the types of Insurance and knows the role of Government in insurance business.

† The IRDA Act- its role in regulating the insurance sector.

† The various types of life and general insurance available to suit the varied requirements of individuals and the business sector.

SEMESTER II	Subject title	subject code	Credit
	ENGLISH FOR PHYSICAL SCIENCES - II	PZ1SC	3

COURSE OBJECTIVES

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.

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- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.

- Develop their competence and competitiveness and thereby improve their employability skills.

- Help students with a research bent of mind develop their skills in writing reports and research proposals.

COURSE OUTCOMES

At the end of the course, learners will be able to,

- Attend interviews with boldness and confidence.

- Adapt easily into the workplace context, having become communicatively competent.

- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

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Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related) Reading: Selected sample of Web Page

(subject area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>

Speaking: Making oral presentations through short films – subject based Reading : Essay on Creativity and Imagination (subject based) Writing – Basic Script Writing for short films (subject based) 2 - Creating blogs, flyers and brochures (subject based) - Poster making – writing slogans/captions (subject based)

Unit 5- Workplace Communication & Basics of Academic

Writing Speaking: Short academic presentation using PowerPoint Reading &

Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an

introduction, paraphrasing

Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis) Capitalization (use of upper case)

SEMESTER III	Subject title	subject code	Credit
	TAMIL III	LA13A	3

பாடத்திட்டத்தின் அறிமுகம்

சைவம், சவணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய ஁ யம் ஁ ஁ர்ந்த இலக்கியங்கள் பாடங்களாக வடிவச க்கப்பட்டுள்ளன. ந ஁ம் சிற்றிலக்கியங்களில் ஁ருசில

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பகுதிகளும் பாட ஁க அச ந்துள்ளன. இந்த இலக்கியங்கள் ஁ ஁ர்ந்த வரலாறும் பாட ஁க அச ந்துள்ளன. ம ஁ழிப்பயிற்சியும் இடம்மபற்றுள்ளது.

பாடத்திட்டத்தின் ந ஁க்கம்

க்களுக்குரிய வாழ்வியல் ம றிமுசறகசளசயநய பல ஁ ய இலக்கியங்களும் நபாதிக்கின்றன என்பசத உணர சவத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் ஁ள்ள மதாடர்பிசனப் புரிய சவத்தநல இப்பாடத்திட்டத்தின் ந ஁க்க ஁கும்.

சிற்றிலக்கியங்களின் வசககசளயும் யாப்பின் புது

வடிவங்ககளையும் மதரிந்துமகளள்ள மைய்தல். சிற்றிலக்கிய காலத்தின் பாடுமபாருளின் ாற்றத்சத உணரசவத்தல். இசறப்பணிநயாடு க்கள் பணி மைய்த இசறயடியார்ககள அசடயாளம் காட்டுவதும் இதன் தசலயாய ந ாக்க ாகும்.

தமிழ் ம ாழியில் மைாற்களின் மபாருள்கள் காலத்திற்குக் காலம் ாறுபடும் தன்ச யிசனப் புரியசவத்தல். ஒரு மைால்லுக்கு பல மபாருள்கள் காணப்படுவசத உணர சவத்தல். இதன் மூலம் ம ாழி பயன்பாட்டுக்குச் மைால்வளம் நதசவ என்பசத உணர்த்துதல்.

இலக்கிய வரலாற்சறக் கற்பிப்பதன் வாயிலாக இலக்கியத் நதாற்றப்பின்னணி அறிந்துமகளள்ள மைய்தல். இசவநய இப்பாடத்திட்டத்தின் ந ாக்கம் ஆகும். பாடப் பகிர்வு

- I. இலக்கைகிம்
- II. அட ச் சார்ந் மிழிலக்கைகி வரலாறு
- III. பைாழிப் பயிற்சியும் பைாழி பபைர்ப்பும்

அலகு I

1. காடரக்கால் அம்டைடார் – அற்பு த் திருவந் ாதி (பைிந்து பைாழி எனத் ப ாங்கி 5 பைால்கள்)
2. த வாரம் – திருஞானசம்பந் ர் – திருத்தில்டல பதிகம் 'கற்றாங்கு' எனத் ப ாங்கி 11 பைால்கள்
3. திருநாவுக்கரசர் – ாசில் வீடணயும் எனத் ப ாங்கி 10 பைால்கள்
4. சுந் ரர் – பித் ா பிடை சூடி எனத் ப ாங்கி 10 பைால்கள்
5. ாணிக்கவாசகர் – திருப்பள்ளிபைழுச்சி 10 பைால்கள்

அலகு 2

1. ஆண்ைாள் – நாச்சிசார் திருபைாழி – ஏராம் பத்து
2. பபாய்டகைாழ்வார் – மு ல் பைால் (மு ல் திருவந் ாதி)
3. பூ த் ாழ்வார் – மு ல் பைால் (இரண்ைாம் திருவந் ாதி)
4. தபைாழ்வார் – மு ல் பைால் (மூண்ைாம் திருவந் ாதி)
5. நம்ைாழ்வார் – மு ல் பத்து – நான்காம் திருபைாழி மு ல் 5 பைால்கள்

அலகு 3

1. ாயுானவர் – டபங்கிளி கண்ணி (5 கண்ணிகள்)

2. வள்ளலார் – திருவருட்பா – பிள்டளச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநா ர் – விநைாகர் துதி – “நிநது திருவடி..” எனத் ப

ஐாங்கும் 5 ஆம் பைபால் அலகு 4

1. சித் ர் பைபால்கள் – திருமூலர் – திருநந்திரம்
(270,271,274,275,285) 2. குணங்குடி ஸ் ான் -
பராபரக்கண்ணி
3. தவ நைாகம் பிள்ளை – ாய் நட ஸ்ர் வணக்கம் 25-32 வரிகள்
(பபண்ைதி ஐாடல)

அலகு 5

1. முத் ப ாள்ளாயிரம் – ஏற்கனதவ உள்ள பகுதி
2. மிழ்விடுதாது – மு ல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனதவ உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. பக்தி இலக்ககிம் (டசவம், டவணவம், சித் ர்கள்,
இஸ்லாம், கிறித்துவம்) 2. சிற்றிலக்ககிங்கள்

III ம ாழிப் பயிற்சியும் ம ாழி மபயர்ப்பும்

ஓரு பபாருள் குறித் பலபசால், பலபபாருள் குறித் ஓரு பசால்,
பைபைபாழிச் பசால் நீக்கல், அலுவலகக் கடி ம் வடர ல், மிழில்
பைபாழி பபைர்த் ல்

பைபாத்திட்டுத்தின் பைன்கள்

மிழில் காணப்படும் அடனத்துச் சைச இலக்ககிங்களும்
வாழ்க்கடக்குரைரி நல்ல விழிகாட்டைடாக விளங்குகின்னை.
இடைபக்தியின் இன்றைிறைடைடை உணர்த்து ல். சைசச்
சான்றைார்கள் மிழ் பைபாழிக்கு ஆற்றியுள்ள பங்களிப்புகடள அறிந்து
பகாள்ளு ல்.

நைான்றார்களும் ஆழ்வார்களும் ங்கள் புலடையினால்
பாசுரங்கடளப் படைத் த ாடு நிலைலால் இடசதைாடு
இடசத்துள்ளடைடால் இடசயின் ப ான்றையிடன அறி ல். கிறித் வ
இலக்ககிமும் இசுலாமை இலக்ககிமும் மிழ் ைரபில் த ான்றித் மிழ்
பைபாழிக்குச் சைிப்பு பசய்ககிது என்பட ப் புரிந்துபகாள்ளு ல்.

பக்தி இலக்ககிங்களின் வழி னைட தைம்படுத்து லும்
வாழ்வைில் முடைகடளப் புரைரி டவத் லுதை இப்பைபாத்திட்டுத்தின்
பைன் ஆகும். பைபாழிப்பயிற்சியினால் புதுப்புது பசாற்கடளப்
பைன்படுத் தூண்டு ல்.

மிழ் இலக்ககி வரலாற்றுப்பகுதி தபாட்டித்த ர்வுக்கு

உறுதுடணைாக விளங்கு ல் ஆகைிடவதை பைன் ஆகும்.

பாடநூல்:

❖ பசன்டனப்பல்கடலக்கைகம் (University of Madras)

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அடித் ளப் படிப்பு - பகுதி - I பபாதுத் மிழ்

மூன்஁ாம் ஁ற்றும் நான்காம் பருவங்களுக்குரைது.
அடனத்துப் பட்஁ப்படிப்பு பிரிவுகளுக்கும் ஐந் ஁ாண்டு
ஒருங்குமுடை பட்஁ தைற்படிப்புப் பிரிவுகளுக்கும்
பபாதுவானது.

஁ள் -I - பசய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters

Common to all undergraduate course and Five Year Integrated postgraduate
courses. 2021 - 2022 onwards.

❖ மிழ் இலக்கைி வரலாறு – பைாம் முவைி இலக்கைி வரலாறு

❖ பைாழிப்பயிற்சி

Reference book

மிழ் – பகுதி 1 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத்
பைாத்தி஁஁ங்கள் ஆடகைால் குறிப்பு விநூல் ஁ன்று ஁னிராக இல்டல.
(Reference book not applicable)

SEMESTE R III	Subject title	subject code	Credit
	HINDI – III	CLE3H	3

Prescribed Text Book : Selections in Poetry (2007)

University
Publications
University of
Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only

3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

2. *Introduction to Hindi Literature (up to Reethikaal)*

Lessons Prescribed :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :

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1. ChandBaradai 2. Vidhyapathi and their Works

2. Literary Trends of Bhakthi Kaal – Important Poets: 1. Kabirdas 2. Joyasi 3. Tulasidas 4. Surdas and their works

3. Literary Trends of Reethikaal – Important Poets :

1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
2. Hindi Sahithya Yug Aur
PravrithiyaBy:
Dr. SivakumarVarma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Syboddh Itihas
By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only

2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works

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4. Bhushan and his works and Ghananand and his works

COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.
6. Knowledge about the Idolless worship and Prem Marga cult of literature .
7. Knowledge about the Histry of Hindi Litrature upto Reethi Kaal.

SEMESTER	Subject title	subject code	Credit
III	FRENCH III	CLK3V	3

COURSE OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook: K. Madanagobalane & N.C. Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Syllabus :

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel

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- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

SEMESTER III	Subject title	subject code	Credit
	ENGLISH III	LZ13B	3

COURSE OBJECTIVES:

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary,

writing mechanics, creative writing and thinking skills

- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self- development

To help absorb the values, ethics and attitudes of life and culture expressed in literature

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SYLLABUS:

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Ethics	1.1 Humanities vs Sciences <i>S.</i> <i>Radhakrishnan</i>	Vocabulary skills • Etymology • Etymological derivation of words Grammar skills • Tenses • The simple present vs the present continuous tense • The simple past vs present perfect tense
	Worksheet 1.1	
Learning	1.2 Wings of Fire (An Extract) <i>A. P. J. Abdul Kalam</i>	Vocabulary skills • One-word substitutes / meanings of expressions Grammar skills • Combining sentences
	Worksheet 1.2	

Society	1.3 On the Rule of the Road <i>A. G. Gardiner</i>	Vocabulary skills • Some literary devices • Word association Grammar skills • Error identification • Types of questions: Wh and Yes/No
	Worksheet 1.3	

UNIT 2: POETRY[12 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Values	2.1 Leisure <i>W. H. Davies</i>	Vocabulary skills • Content words and function words • Compound words Grammar skills • Punctuation • Use of punctuation marks • Conversion of sentences ○ Active and passive voice ○ Reported speech
	Worksheet 2.1	
Science	2.2 The Secret of the Machines <i>Rudyard Kipling</i>	Vocabulary skills • Commonly confused words • Prefixes and suffixes • Negative prefixes
	Worksheet 2.2	
		Grammar skills • Conversion of word class

Environment	2.3 Water <i>Ralph Waldo Emerson</i>	Vocabulary skills • Homophones • Homonyms • Homographs Grammar skills • Gerunds • Participles
	Worksheet 2.3	

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Sports	2.4 Casey at the Bat <i>Earnest Lawrence Thayer</i>	Vocabulary skills • Completing words Grammar skills • Phrasal verbs
	Worksheet 2.4	
Satire	2.5 Very Indian Poem in Indian English <i>Nissim Ezekiel</i>	Vocabulary skills • Metonymy Grammar skills • Integrated grammar activities • Cloze test
	Worksheet 2.5	

UNIT 3: SHORT STORIES[15 Hours]

THEME	TEXT	ENGLISH LANGUAGE SKILLS
Attitude	3.1 Witches' Loaves <i>O. Henry</i>	Pronunciation • Tongue twisters • Pronouncing words of foreign origin • Using a dictionary to understand pronunciation
	Worksheet 3.1	

Fantasy	3.2 The Country of the Blind <i>H. G. Wells</i>	Writing skills • Descriptive writing • Narrative writing • Writing long essays
	Worksheet 3.2	
Humour	3.3 The Boy Who Broke the Bank <i>Ruskin Bond</i>	Writing skills • Converting a story into a play
	Worksheet 3.3	

Social Justice	3.4 The Squirrel <i>Ambai</i>	Writing skills • Filling forms • Letter writing
	Worksheet 3.4	
UNIT 4: NON-FICTION[14 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine <i>John Thornhill</i>	Writing skills • Writing blogs • Creating vlogs
	Worksheet 4.1	

Social Media	4.2	Writing Skills • Writing emails
	Facebook Is Making Us Miserable <i>Daniel Gulati</i>	
	Worksheet 4.2	
Culture	4.3	Writing skills • • Résumés • Cover letters • Format of a cover letter Speaking skills • Introduction to job interviews
	One World One Culture <i>Kenneth J. Pakenham, Jo McEntire, Jessica Williams</i>	
	Worksheet 4.3	

Food and 4.4 Writing skills

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Nutrition
Portion Size is the Trick!!!
Ranjani Raman

UNIT 5: SCENES FROM SHAKESPEARE[14 Hours]		
THEME	TEXT	ENGLISH LANGUAGE SKILLS
Human Nature	5.1 The Merchant of Venice [Act IV, Scene I; Lines 170–419]	Writing skills • Recreating a court scene • Role play
	Worksheet 5.1	
	5.2 Henry IV Part I [Act II, Scene 4]	Writing skills • Creating a webpage
	Worksheet 5.2	

Formative Assessment
[5 Hours]

After completing the course, the students will be able to
Unit- end Assessment Tasks I V

COURSE OUTCOMES:

- reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- become aware of commonly occurring errors and avoid committing them in language use
- rewrite words and sentences by changing their forms and use them appropriately
- show improvement in their pronunciation
- attempt different kinds of writing – essays, emails, blogs, letters etc
- prepare resumes to face interviews
- convert short stories into plays or skit

- role play the scenes and make a dramatic presentation of the scenes
- create a webpage for themselves and others

show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres.

SEMESTER III	Subject title	subject code	Credit
	CORE III-JAVA AND DATA STRUCTURE	SE23A	4

COURSE OBJECTIVES

1. To enable the students to learn the basic concepts of Java programming
2. To use class and objects to create applications
3. To have an overview of interfaces, packages, multithreading and exceptions.
4. To familiarize students with basic data structures and their use in algorithms.

SYLLABUS

Unit I

History and Evolution of Java - Features of Java - Object Oriented Concepts – Bytecode - Lexical

Issues - Data Types – Variables- Type Conversion and Casting- Operators - Arithmetic Operators -

Bitwise - Relational Operators - Assignment Operator - The conditional Operator - Operator Precedence- Control Statements – Arrays.

Unit II

Classes - Objects - Constructors - Overloading method - Static and fixed methods - Inner Classes -

String Class- Overriding methods - Using super-Abstract class - this keyword – finalize() method –

Garbage Collection.

Unit III

Packages - Access Protection - Importing Packages - Interfaces - Exception Handling - Throw and

Throws-The Java Thread Model- Creating a Thread and Multiple Threads - Thread Priorities Synchronization-Inter thread Communication - Deadlock - Suspending, Resuming and stopping

threads – Multithreading-I/O Streams - File Streams - Applets .

Unit IV

Abstract Data Types(ADTs)-List ADT-Array based implementation-linked list implementation-singly

linked list-doubly linked list-circular linked list-Stack ADT operations-Applications

Evaluating

arithmetic expressions-Conversion of infix to postfix expression-Queue ADT-operations Applications

of Queues.

Unit V

Trees-Binary Trees- representation - Operations on Binary Trees- Traversal of a Binary Tree -Binary

Search Trees, Graphs-Representation of Graphs - Traversal in Graph -Dijkstra's Algorithm, Depth

First vs Breadth-First Search.

COURSE OUTCOMES

1. Students will be able to develop Java Standalone applications and Applets.
2. Choose the appropriate data structure for modeling a given problem.
3. Able to apply object oriented programming features and concepts for solving given problem
4. Able to use java standard API library to write complex programs .
5. To develop skills in internet programming using applets

TEXT BOOKS:

1. E.Balagurusamy," Programming with Java: A Primer", Tata McGraw Hill 2014, 5th Edition.
2. Mark Allen Weiss, "Data Structures and Algorithms Analysis in C++", Person Education 2014, 4 th Edition.

REFERENCES:

1. Herbert Schildt, "JAVA 2: The Complete Reference", McGraw Hill 2018, 11th Edition.
2. Aho, Hopcroft and Ullman, "Data Structures and Algorithms ", Pearson Education 2003.
3. S. Sahni, "Data Structures, Algorithms and Applications in JAVA", Universities Press 2005, 2 nd Edition

WEB REFERENCES:

- NPTEL & MOOC courses titled Java and Data Structures
- <https://nptel.ac.in/courses/106106127/>
- <https://nptel.ac.in/courses/106105191/>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	M	S	S	M	S
CO3	S	M	S	L	M
CO4	S	M	M	L	S
CO5	M	M	M	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

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SEMESTER III	Subject title	subject code	Credit
	PRACTICAL III-DATA STRUCTURE USING JAVA LAB	SE231	3

COURSE OBJECTIVES

1. To implement linear and non-linear data structures
2. To understand the different operations of search trees
3. To implement graph traversal algorithms

LIST OF EXERCISES:

1. Write a Java program to implement the Stack ADT using a singly linked list.
2. Write a Java program to implement the Queue ADT using a singly linked list.
3. Write a Java program for the implementation of circular Queue.
4. Write a Java program that reads an infix expression, converts into postfix form
5. Write a Java program to evaluate the postfix expression (use stack ADT).
6. Write a Java program to Insert an element into a binary search tree.
7. Write a Java program to delete an element from a binary search tree.
8. Write a Java program to search for a key element in a binary search tree.
9. Write a Java program for the implementation of BFS for a given graph.
10. Write a Java program for the implementation of DFS for a given graph

COURSE OUTCOMES

1. Write functions to implement linear and non-linear data structure operations.
2. Suggest appropriate linear and non-linear data structure operations for solving a given problem.

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3. Use the syntax and semantics of java programming language and basic concepts of OOP.
4. Develops reusable programs using the concepts of inheritance, polymorphism, interfaces and packages
5. Design event driven GUI and web related applications.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	M
CO2	S	M	S	M	M
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	M	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER III	Subject title	subject code	Credit
	ALLIED III - STATISTICS I	SP3AA	5

COURSE OBJECTIVES

- To design data collection plans, analyze data appropriately and interpret and draw conclusions from those analyses
- To use tables, graphs, and charts and play a vital role in presenting the data to draw conclusions

- To study probability and mathematical statistics and in the description and development of statistical procedures,
- To gain knowledge of how to use a limited sample to make intelligent and accurate conclusions about a greater population

SYLLABUS

UNIT - 1: Nature and scope of statistical methods and their limitations - Classification, tabulation and diagrammatic representation of various types of statistical data - Frequency curves and Ogives - Graphical determination of percentiles, quantiles and their uses, Lorenz curve.

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UNIT - 2: Sampling from finite population - Simple random sampling, Stratified and systematic random sampling procedures - Estimation mean and total and their standard errors. Concepts of sampling and non-sampling errors.

UNIT - 3: Measures of location - Arithmetic mean, median, mode, Geometric mean, Harmonic mean and their properties - merits and demerits. Measures of dispersion - Range, mean deviation, quartile deviation, standard deviation, coefficient of variation, skewness and kurtosis - and their properties.

UNIT - 4: Probability of an event - Finitely additive probability space addition and multiplication theorems - Independence of events - conditional probability - Bayes' theorem.

UNIT - 5: Bivariate frequency table and its uses - scatter diagram – Correlation and Regression lines - linear prediction - Rank correlation coefficient - curve fitting by the method of least squares- Partial and multiple correlation coefficients.

COURSE OUTCOME:

- To understand the basic theoretical and applied principles of mathematical statistics • To understand the fundamentals of probability theory
- To understand the concepts of statistical reasoning and inferential methods • To apply the statistical methods to realtime data.
- To enhance the skill in description, interpretation and exploratory analysis of data by graphical and other means

Books for Study References:

- Mode, E.B.: Elements of Statistics - Prentice Hall
- Wilks, S.S.: Elementary Statistical Analysis - Oxford and IBH
- Snedecor, G.W., & Cochran, W.G.(1967): Statistical Methods, Oxford and IBH • Simpson and Kafka: Basic Statistics
- Burr, I.W.: Applied Statistical Methods, Academic Press
- Croxton, F.E. and Cowden, D.J.: Applied General Statistics, Prentice Hall • Ostleo, B.: Statistics in Research, Oxford & IBH

MAPPING-COURSE OUTCOME WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	M
CO2	S	M	S	S	M
CO3	S	M	S	S	M

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CO4	M	M	M	S	M
CO5	M	S	S	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER III	Subject title	subject code	Credit
	SOFT SKILL III	TSSEC	3

COURSE OBJECTIVES

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

SYLLABUS**UNIT- I:** Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- I I: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger

7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

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UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

COURSE OUTCOME:

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

SEMESTER IV	Subject title	subject code	Credit
	TAMIL IV	LA14A	3

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக்காப்பைபிங்கள், இதிகாச காப்பைபிம், புராணம், கிறித்துவ காப்பைபிம், இசுலாமை காப்பைபிம், சிற்றிலக்கைகிங்கள் ஆகைவற்றிலிருந்து த ர்ந்ப டுக்கப்பட்டு பகுதிகள் பைபாக அடைந்துள்ளன. இந் இலக்கைகிங்கள் சார்ந் வரலாறும் பைபாழிப்பயிற்சியும் பைபாங்களாக இைம்பபற்றுள்ளன.

பாடத்திட்டத்தின் ந ாக்கம்

காப்பைபிங்கள் த ான்றை வரலாற்றுப்பின்னணிடையும வாழ்க்கைக்கூறுகளையும கற்ப ால் கடல இலக்கைகிங்களின் தவறுபாட்டை உணர டவத் ல். கற்படன வளமும் சிந் டனத்தையும இலக்கைகிச்சடவயும உடை நீண்ை புடனதவ காப்பைபிங்கள். இத் டகை இலக்கைகிங்களின் பசமுடைடையும

புலவர்களின் தைதியையும் சைசைஅக்தகாட்பாடுகளையும்
எடுத்துடரப்பத இன் தநாக்கைகாகும்.

காப்பைபி இலக்கைகிங்கள் மைகித்துக்கும் மிழ்பைபாழிக்கும்
மிழ் பண்பாட்டிற்கும் ஏற்றை வடகயில் அடைந்துள்ளடைடை
விளக்கிக் கூறு ல். சிற்றிலக்கைகிங்கள் பாடுபபாருளுக்தகற்ப
படைக்கப்பட்டுள்ளடைடை உணரடவத் ல். இடவ சார்ந் இலக்கைகி
வரலாற்றிடனக் கூறுவதும் இப்பைபாத்திட்டைத்தின் தநாக்கம்
ஆகும்.

பைபாழிப்பயிற்சியில் துடைசார் கடலச்சாற்கடள
அறிமுகப்படுத்திப் புதை கடலச்சாற்கடள உருவாக்க டவத் ல்.
ஒப்பவாரு ாணவர்களும் ங்கள் சிந் டனகடள
பவளிபகாணரும் வடகயில் சிறுகட , புதுக்கவிட
தபான்வைவற்றடைப் படைக்கத் தூண்டு ல். இதுதவ
இப்பைபாத்திட்டைத்தின் தநாக்கைகாகும்.

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பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கைகிம்

II அட ச் சார்ந் மிழிலக்கைகி வரலாறு

III பைபாழித் தைதின்

அலகு 1

1. சிலப்பதிகாரம் – ஊர் காண் காட (முழுடையும்)
2. ணைதைகடல – பாத்திர ரைபு கூறை காட (முழுடையும்)

அலகு 2

1. சீவக சிந் ாணி – ஏறாங்க நாட்டு வளம் 10 பைபால்கள்
டைட்டும் 2. சூளாணி – 5 பைபால்கள் (நாட்டுச் சருக்கம், நகரச்
சருக்கம், தூது சருக்கம், கல்ாணச் சருக்கம், சைம்வரச்
சருக்கம்)

அலகு 3

1. கம்பரைராணம் – குகப்பைபலம்
2. பபரைபுராணம் – பையப்பபாருள் நைநாநார் புராணம்

அலகு 4

1. சைபாப்புராணம் - உடும்பு தபசை பைலம் (முழுடையும்)
2. த ம்பாவணி - வளன் சனித் பைலம் (முழுடையும்)

அலகு 5

1. மீனாட்சிம்மை பிள்ளைத் மிழ் - சப்பாணி பருவம் - 5 பைல்கள்
2. திருக்குற்தாலக் கைவஞ்சி - டைலவளம்

II இலக்கிய வரலாறு

1. காப்பைபி இலக்கைகிங்கள்
2. சிற்றிலக்கைகிங்கள்
3. இஸ்லாமைபி இலக்கைகி வரலாறு
4. கிறித்துவ இலக்கைகி வரலாறு

III ம ாழித் திறனறிதல்

- i. கடலச்சாற்கள்
- ii. படைப்பு - சிறுகட (அ) புதுக்கவிட

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பைத்திட்டுத்தின் பைன்கள்

னிப்பைபால்களாக இருந் இலக்கைகி வடக நீண்ை பநடைபி பசய்யுள்களால் ாறைி ைரபு தவறுபாட்டை உணர டவத் ல். மிழ்க் காப்பைபிங்கள் வாயிலாகப் பைந் மைகித்தின் பைபைடைான புடனவுகள் பற்றி அறி ல். தைலும் அக்கால ைக்களின் வாழ்வு, சைசம், அரசைில், பண்பாடு தபான்டைவ ப ரிந்து பகாள்ளு ல்.

பைந் மைகித்தின் ைஇற்டகச்சுைல், காலநிடல ஆகைகிவற்டைப் புரிந்துபகாள்ளு ல். புராணக்கட கடள விளக்கைகாகத் ப ரிந்துபகாள்ள தூண்டு ல்.

படைப்புகடளச் பசாந் ைாக உருவாக்குவ ால் ஒவ்வவாரு ைாணவனின் சிந் டனயும் ைனநிடலயும் உணர் ல். தைலும் ைாணவர்கள் தபாட்டித்த ர்வுகளில் இவ்விலக்கைகிம் சார்ந் தகள்விகளுக்கு விடைளித் ல். ஆகைகிடவ

இப்பைபாத்திட்டைத்தின் பைன்கள் ஆகும்.

பாடநூல்:

- ♦ பசன்டனப்பல்கடலக்கைகம் (University of Madras)

அடித் ளப் படிப்பு - பகுதி - I மிழ்

மூன்஁ாம் ஁ற்றும் நான்காம் பருவங்களுக்குரைது.
அடனத்துப் பட்஁ப்படிப்பு பிரிவுகளுக்கும் ஐந் ஁ண்டு
ஒருங்குமுடை பட்஁ தைற்படிப்புப் பிரிவுகளுக்கும்
பபாதுவானது.

஁ள் - I - பசய்யுள் திரட்டு

Foundation Course

Part - Tamil - For I & II Semesters

Common to all undergraduate course and FiveYear Integrated
postgraduate courses. (2021 - 2022 onwards.)

- ♦ மிழ் இலக்கைகி வரலாறு
- ♦ பைபாழிப்பயிற்சி

Reference book

- ♦ மிழ் – பகுதி 1 - பசன்டனப் பல்கடலக்கைகம் வடிவடைத்
பைபாத்திட்டைங்கள் ஆடகைால் குறிப்பு விநூல் ஁ன்று
஁னிராக இல்டல. (Reference book not applicable)

SEMESTER IV	Subject title	subject code	Credit
	FRENCH IV	CLG4J	3

COURSE OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes,
Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd,
2017

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé,l'imparfait,le passé simple,le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

COURSE OUTCOME

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University

Exams

Recommend text – not applicable

SEMESTER III	Subject title	subject code	Credit
	HINDI IV	CLE4J	3

COURSE OBJECTIVES

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal .
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge if Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Influence of British rule on Indian society.

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhunik

Kaal)Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays

6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma,
Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

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Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.

2. Hindi Sahithya Yug Aur

PravrithiyaBy:

Dr. Sivakumar Varma,
Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunika Kaal in Hindi

Literature. 3.Knowledge about the literary trends of Aadhunik Kaal.

4.Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.

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5.Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.

6.Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.

7.Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development

SEMESTER III	Subject title	subject code	Credit
	ENGLISH IV	LZ14B	3

COURSE OBJECTIVE:

- To use literature as a medium to teach/learn grammar, reading, spelling, vocabulary, writing mechanics, creative writing and thinking skills
- To strengthen contextual understanding of the language through texts relevant to specific disciplines and offer scope for imaginative involvement and self expression
- To stimulate interest in acquiring twenty first century skills
- To engage in self-assessment activities for self- development
- To help absorb the values, ethics and attitudes of life and culture expressed in literature

SYLLABUS

UNIT 1 : History Makers		
THEME	TEXTS	WRITING SKILLS
	1.1 My Experience with ALS By Stephen Hawking	<ul style="list-style-type: none">• Gathering details and information – Brainstorming• Listing events and experiences• Creating Mind Map• Pre-Writing, Writing and Rewriting/ Revising

	1.2 Vikram Sarabhai	Writing
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		Autobiographical and Memoirs (Writing about one's own personality) • Biographical, personalities
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UNIT 2 : Self Help Essays		
THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)
	2.1 Attitude by Margaret Atwood	• Journal Writing • Social events • Festivals • Sports
	2.2 Creativity By Edward de Bono.	• Travel writing , • Preparing Itineraries • Natural calamities, • Environment
UNIT 3 : Contemporary Writings from India		
THEME	TEXTS	Critical / Analytical Writing
	3.1 The Future of jobs By Amitabh Kant	• Reading and analysing Media reports • Social Media Posts and comments
	3.2 Education and the English Language By Shashi Tharoor	• Film review • Writing opinions • Appraisal
Unit 4: Regional Indian Literature in Translation		
THEME	TEXTS	ENGLISH

		LANGUAGE SKILLS Critical / Analytical Writing
	4.2 “Some People Laugh, Some People Cry” by Sri Srinivasa Rao (Translated from Telugu by V. Narayana Rao and A. K. Ramanujam)	<ul style="list-style-type: none"> • Fill in the story , • expanding stories, • rewriting tales • Comic strips and cartoons
	4.2 “Some People Laugh, Some People Cry” by Sri Srinivasa Rao (Translated from Telugu by V. Narayana Rao and A. K. Ramanujam)	<ul style="list-style-type: none"> ➤ Fill in the story , ➤ expanding stories, ➤ rewriting tales <p>Comic strips and cartoons</p>
	4. 3 The Rogue by Atulananda Goswami. (Translated from Assamese by the author)	
	SHORT STORY 4.4The Holy Panchayat by Premchand (Translated from Hindi by Reshme Sehgal)	
	4.5 The Card-Sharper’s Daughter by V. M. Basheer (Translated from Malayalam by K. M. Sheriff)	
UNIT 5 : Fiction		
THEME	TEXTS	Writing about Life experiences and events (Writing based on facts)

	The White Tiger By Aravind Adiga Harper Collins Publishers	<ul style="list-style-type: none"> • Creative writing • Critical thinking
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COURSE OUTCOMES

After completing the course, the students will be able to

- reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in contexts
- become aware of commonly occurring errors and avoid committing them in language use
- rewrite words and sentences by changing their forms and use them appropriately
- show improvement in their pronunciation
- attempt different kinds of writing – essays, emails, blogs, letters etc
- prepare resumes to face interviews
- convert short stories into plays or skit
- role play the scenes and make a dramatic presentation of the scenes
- create a webpage for themselves and others show their awareness of contemporary issues and themes that are socially relevant by reading texts of different literary genres

SEMESTER	Subject title	subject code	Credit
IV	CORE IV- WEB TECHNOLOGY	SE24A	4

COURSE OBJECTIVES

1. To use PHP and MySQL to develop dynamic web sites for user on the Internet
2. To develop web sites ranging from simple online information forms to complex e commerce sites with MySQL database, building, connectivity, and maintenance

SYLLABUS

Unit I

Introducing PHP – Basic development Concepts – Creating first PHP Scripts – Using Variable and Operators – Storing Data in variable – Understanding Data types – Setting and Checking variables Data types – Using Constants – Manipulating Variables with Operators.

Unit II

Controlling Program Flow: Writing Simple Conditional Statements - Writing More Complex

Conditional Statements – Repeating Action with Loops – Working with String and Numeric Functions.

Unit III

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Working with Arrays: Storing Data in Arrays – Processing Arrays with Loops and Iterations – Using Arrays with Forms - Working with Array Functions – Working with Dates and Times.

Unit IV

Using Functions and Classes: Creating User-Defined Functions - Creating Classes – Using Advanced OOP Concepts. Working with Files and Directories: Reading Files-Writing Files Processing Directories.

Unit V

Working with Database and SQL : Introducing Database and SQL- Using MySQL-Adding and modifying Data Handling Errors – Using SQLite Extension and PDO Extension. Introduction XML - Simple XML and DOM Extension.

COURSE OUTCOMES

1. Understand the general concepts of PHP scripting language for the development of Internet websites.
2. Understand the basic functions of MySQL database program and XML concepts.
3. Learn the relationship between the client side and the server side scripts. 4. Analyze a Webpage and identify its elements and attributes.
5. Create XML documents and schemas.

TEXT BOOK:

1. VikramVaswani, “*PHP A Beginner's Guide*”, Tata McGraw Hill 2008.

REFERENCE BOOKS:

1. Steven Holzner , “*The PHP Complete Reference*”, Tata McGraw Hill, 2007.
2. Steven Holzer , “*Spring into PHP*”, Tata McGraw Hill 2011, 5thEdition.

WEB REFERENCES:

- <https://www.w3schools.com/php/>
- <https://www.phptpoint.com/php-tutorial-pdf/>
- <http://www.xmlsoftware.com/>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	M	M	M	S

CO3	S	S	S	L	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

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Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER IV	Subject title	subject code	Credit
	PRACTICAL IV-WEB TECHNOLOGY LAB	SE241	3

COURSE OBJECTIVES

1. The objectives of this course are to have a practical understanding about how to write PHP code to solve problems.
2. Display and insert data using PHP and MySQL.
3. Test, debug, and deploy web pages containing PHP and MySQL.
4. It also aims to introduce practical session to develop simple applications using PHP and MySQL.

LIST OF PRACTICALS

1. Write a PHP program which adds up columns and rows of given table
2. Write a PHP program to compute the sum of first n given prime numbers
3. Write a PHP program to find valid an email address
4. Write a PHP program to convert a number written in words to digit.
5. Write a PHP script to delay the program execution for the given number of seconds.
6. Write a PHP script, which changes the colour of the first character of a word
7. Write a PHP program to find multiplication table of a number.
8. Write a PHP program to calculate Factorial of a number.
9. Write a PHP script to read a file, reverse its contents, and write the result back to a new file
10. Write a PHP script to look through the current directory and rename all the files with extension .txt to extension .xtx.
11. Write a PHP script to read the current directory and return a file list sorted by last modification time. (*using filemtime()*)
12. Write a PHP code to create a student mark sheet table. Insert, delete and modify records.
13. From a XML document (email.xml), write a program to retrieve and print all the e-mail addresses from the document using XML

14. From a XML document (tree.xml), suggest three different ways to retrieve the text value 'John' using the DOM:
15. Write a program that connects to a MySQL database and retrieves the contents of any one of its tables as an XML file. Use the DOM

COURSE OUTCOMES

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1. Obtain knowledge and develop application programs using Python. 2. Create dynamic Web applications such as content management, user registration, and e-commerce using PHP.
3. To understand the ability to post and publish a PHP website.
4. Develop a MySQL database and establish connectivity using MySQL.
5. Able to write a well-formed /valid XML document.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER IV	Subject title	subject code	Credit
	ALLIED- STATISTICS II	SP3AB	5

COURSE OBJECTIVES

- To equip students with consequently requisite quantitative skills that they can employ and build on in flexible ways
- To describe a data set including both categorical and quantitative variables to support or refute a statement
- To perform statistical inference in several circumstances and interpret the results in an applied context

- To demonstrate knowledge of the properties of parametric, semi-parametric and nonparametric testing procedures.

SYLLABUS

UNIT- I: Basic concepts of Probability: Random Experiments, Sample space, Trial, Events, - Classical and empirical approach to probability and their limitations –Types of events: Exhaustive, mutually exclusive, equally likely and Independent events - Axiomatic approach to probability - Basic theorems on probability using axiomatic approach. Bayes Theorem (statement only)

UNIT- II: Discrete probability mass function, cumulative distribution function- Theory and problems based on it. Bernoulli distribution, Binomial Distribution and Poisson Distribution

UNIT- III: Continuous probability density function, cumulative distribution function - Theory and problems based on it. Normal Distribution and its properties, Standard Normal distribution, Problems based on it. Exponential Distribution

UNIT- IV: Estimating parameters of discrete and continuous distributions, Introduction of Sampling distributions- student's t and chi-square distributions, distribution of sample mean from normal distribution. Density function and Properties only.

UNIT- V: Testing of Hypothesis, Single mean test and double means test based on normal distribution and students t-distribution. Proportion test, Chi-square test, ANOVA test.

Course Outcomes:

1. understand the basic concept of Probability
2. identify the characteristics of different discrete and continuous distributions.
3. identify the type of statistical situation to which different distributions can be applied. comprehend the Sampling distributions.
4. to understand how to apply statistical tests to get information from data

SEMESTER V	Subject title	subject code	Credit
	COMPUTER NETWORK	SE25A	4

OBJECTIVES:

- To understand the concept of Computer network
- To impart knowledge about networking and inter networking devices

UNIT - I

Introduction – Network Hardware - Software - Reference Models - OSI and TCP/IP Models - Example Networks: Internet,

ATM, Ethernet and Wireless LANs - Physical Layer - Theoretical Basis for Data Communication - Guided Transmission

Media.

UNIT - II

Wireless Transmission - Communication Satellites - Telephone System: Structure, Local Loop, Trunks and Multiplexing and

Switching. Data Link Layer: Design Issues - Error Detection and Correction.

UNIT - III

Elementary Data Link Protocols - Sliding Window Protocols - Data Link Layer in the Internet - Medium Access Layer -

Channel Allocation Problem - Multiple Access Protocols - Bluetooth.

UNIT - IV

Network Layer - Design Issues - Routing Algorithms - Congestion Control Algorithms - IP Protocol - IP Addresses - Internet

Control Protocols.

UNIT - V

Transport Layer - Services - Connection Management - Addressing, Establishing and Releasing a Connection - Simple

Transport Protocol - Internet Transport Protocols (ITP) - Network Security: Cryptography.

OUTCOMES:

- Analyze different network models
- Describe, analyze and compare a number of data link, network and transport layer
- Analysing key networking protocols and their hierarchical relationship in the conceptual model like TCP/IP and OSI

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER V	Subject title	subject code	Credit
	OPERATING SYSTEM	SE25B	5

OBJECTIVES:

To understand the fundamental concepts and role of Operating System.

To learn the Process Management and Scheduling Algorithms

To understand the Memory Management policies

To gain insight on I/O and File management techniques

UNIT - I

Introduction: Views - Types of System - OS Structure – Operations - Services – Interface- System Calls- System Structure -

System Design and Implementation. Process Management: Process - Process Scheduling - Inter-process Communication.

CPU Scheduling: CPU Schedulers - Scheduling Criteria - Scheduling Algorithms.

UNIT - II

Process Synchronization: Critical- Section Problem - Synchronization Hardware Semaphores - Classical Problems of

Synchronization - Monitors. Deadlocks: Characterization - Methods for Handling Deadlocks - Deadlock Prevention -

Avoidance - Detection - Recovery.

UNIT - III

Memory Management: Hardware - Address Binding – Address Space - Dynamic Loading and Linking – Swapping –

Contiguous Allocation - Segmentation - Paging – Structure of the Page Table.

UNIT - IV

Virtual Memory Management: Demand Paging - Page Replacement Algorithms - Thrashing. File System: File Concept -.

Access Methods - Directory and Disk Structure - Protection - File System Structures - Allocation Methods - Free Space

Management.

UNIT - V

I/O Systems: Overview - I/O Hardware - Application I/O Interface - Kernel I/O Subsystem - Transforming I/O Requests to

Hardware Operations - Performance. System Protection: Goals - Domain - Access matrix. System Security: The Security

Problem - Threats – Encryption- User Authentication.

OUTCOMES:

Understand the structure and functions of Operating System

Compare the performance of Scheduling Algorithms

Analyze resource management techniques

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER V	Subject title	subject code	Credit
	RELATIONAL DATABASE MANAGEMENT SYSTEM	SE25C	4

OBJECTIVES:

- Gain a good understanding of the architecture and functioning of Database Management Systems

- Understand the use of Structured Query Language (SQL) and its syntax.
- Apply Normalization techniques to normalize a database.
- Understand the need of transaction processing and learn techniques for controlling the consequences of concurrent data access.

UNIT - I

Introduction to DBMS– Data and Information - Database – Database Management System –

Objectives - Advantages –

Components - Architecture. ER Model: Building blocks of ER Diagram – Relationship Degree – Classification – ER

diagram to Tables – ISA relationship – Constraints – Aggregation and Composition – Advantages

.

UNIT - II

Relational Model: CODD's Rule- Relational Data Model - Key - Integrity – Relational Algebra Operations –

Advantages and limitations – Relational Calculus – Domain Relational Calculus - QBE.

UNIT - III

Structure of Relational Database. Introduction to Relational Database Design - Objectives – Tools – Redundancy and

Data Anomaly – Functional Dependency - Normalization – 1NF – 2NF – 3NF – BCNF. Transaction Processing –Database Security.

UNIT - IV

SQL: Commands – Data types – DDL - Selection, Projection, Join and Set Operations – Aggregate Functions – DML –Modification - Truncation -Constraints – Subquery.

UNIT - V

PL/SQL: Structure - Elements – Operators Precedence – Control Structure – Iterative Control - Cursors - Procedure

- Function - Packages – Exceptional Handling - Triggers.

OUTCOMES:

- Describe basic concepts of database system
- Design a Data model and Schemas in RDBMS Competent in use of SQL
- Analyze functional dependencies for designing robust Database

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER V	Subject title	subject code	Credit
	ARTIFICIAL INTELLIGENCE AND EXPERT SYSTEM	SE45A	5

OBJECTIVES:

- To Acquire Knowledge on various AI Techniques and Expert Systems
- To have enriched knowledge regarding heuristic search, Knowledge representation and Expert systems

UNIT - I

Introduction: AI Problems – AI techniques – Criteria for success. Problems, Problem Spaces, Search: State space search –

Production Systems – Problem Characteristics – Issues in design of Search.

UNIT - II

Heuristic Search techniques: Generate and Test – Hill Climbing – Best-Fist, Problem Reduction, Constraint Satisfaction,

Means-end analysis.

UNIT- III

Knowledge representation issues: Representations and mappings – Approaches to Knowledge representations – Issues in

Knowledge representations – Frame Problem.

UNIT - IV

Using Predicate Logic: Representing simple facts in logic – Representing Instance and Isa relationships – Computable functions and predicates – Resolution – Natural deduction.

UNIT - V

Representing knowledge using rules: Procedural Vs Declarative knowledge – Logic programming – Forward Vs Backward

reasoning – Matching – Control knowledge Brief explanation of Expert Systems-Definition-Characteristics-architecture

Knowledge Engineering- Expert System Life Cycle-Knowledge Acquisition Strategies- Expert System Tools.

OUTCOMES:

- Gain a working knowledge of the foundations of and modern applications in, artificial intelligence heuristic search,
- knowledge representation and logic.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER V	Subject title	subject code	Credit
	OPERATING SYSTEM LAB	SE251	3

OBJECTIVES:

- To learn Process management and scheduling.
- To understand the concepts and implementation of memory management policies.
- To understand the various issues in Inter Process Communication.

PROGRAM LIST:

1. Basic I/O programming.

To implement CPU Scheduling Algorithms:

2. Shortest Job First Algorithm.

3. First Come First Served Algorithm.

4. Round Robin and Priority Scheduling Algorithms.

5. To implement reader/writer problem using semaphore.

6. To implement Banker's algorithm for Deadlock avoidance.

Program for page replacement algorithms:

7. First In First Out Algorithm.

8. Least Recently Used Algorithm.

9. To implement first fit, best fit and worst fit algorithm for memory management.

10. Program for Inter-process Communication.

OUTCOMES:

- Understand the process management policies and scheduling process by CPU.
- Analyze the memory management and its allocation policies.
- To evaluate the requirement for process synchronization.

SEMESTER V	Subject title	subject code	Credit
	PL/SQL LAB	SE252	3

OBJECTIVES:

- Learn the various DDL and DML commands
- Understand queries in SQL to retrieve information from data base
- Understand PL/SQL statements: Exception Handling, Cursors, and Triggers.
- Develop database applications using front-end and back-end tools.

LIST OF EXERCISES

- 1) DDL commands with constraints.
- 2) DML Commands with constraints.
- 3) SQL Queries: Queries, sub queries, Aggregate function
- 4) PL/SQL : Exceptional Handling
- 5) PL/SQL : Cursor
- 6) PL/SQL : Trigger
- 7) PL/SQL : Packages

- 8) Design and Develop Application for Library Management
- 9) Design and Develop Application for Student Mark Sheet Processing
- 10) Design and Develop Application for Pay Roll Processing

OUTCOMES:

- Implement the DDL , DML Commands and Constraints
- Create, Update and query on the database.
- Design and Implement simple project with Front End and Back End.

SEMESTER VI	Subject title	subject code	Credit
	SOFTWARE ENGINEERING	SE26A	4

OBJECTIVES:

- To introduce the software development life cycles
- To introduce concepts related to structured and objected oriented analysis & design co
- To provide an insight into UML and software testing techniques

UNIT- I

Introduction – Evolution – Software Development projects – Emergence of Software Engineering. Software Life cycle models – Waterfall model – Rapid Application Development – Agile Model – Spiral Model

UNIT- II

Requirement Analysis and Specification – Gathering and Analysis – SRS – Formal System Specification

UNIT- III

Software Design – Overview – Characteristics – Cohesion & Coupling – Layered design – Approaches Function Oriented

Design – Structured Analysis – DFD – Structured Design – Detailed design

UNIT- IV

Object Modeling using UML – OO concepts – UML – Diagrams – Use case, Class, Interaction, Activity, State Chart –

Postscript

UNIT- V

Coding & Testing – coding – Review – Documentation – Testing – Black-box, White-box, Integration, OO Testing, Smoke testing.

OUTCOMES:

- The students should be able to specify software requirements, design the software using tools
- To write test cases using different testing techniques.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER VI	Subject title	subject code	Credit
	INTRODUCTION TO DATA SCIENCE	SE26B	5

OBJECTIVES:

To introduce the concepts, techniques and tools with respect to the various facets of data science practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling and effective communication.

UNIT-I

Introduction to Data Science – Benefits and uses – Facets of data – Data science process – Big data ecosystem and data science

UNIT-II

The Data science process – Overview – research goals - retrieving data - transformation – Exploratory Data Analysis –Model building

UNIT-III

Algorithms - Machine learning algorithms – Modeling process – Types – Supervised – Unsupervised

- Semi-supervised

UNIT-IV

Introduction to Hadoop – framework – Spark – replacing MapReduce– NoSQL – ACID – CAP – BASE – types

UNIT-V

Case Study – Prediction of Disease - Setting research goals - Data retrieval – preparation - exploration - Disease profiling -presentation and automation

OUTCOMES:

To describe what Data Science is, what Statistical Inference means, identify probability distributions, fit a model to data and use tools for basic analysis and communication

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER VI	Subject title	subject code	Credit
	INTRODUCTION TO CLOUD COMPUTING	SE26C	4

OBJECTIVES:

- To understand the concepts in Cloud Computing and its Security
- To understand the evolving computer model caned cloud computing.
- To introduce the various levels of services that can be achieved by cloud.

UNIT - I

Cloud Computing Foundation: Introduction to Cloud Computing – Move to Cloud Computing – Types of Cloud –

Working of Cloud Computing

UNIT - II

Cloud Computing Architecture : Cloud Computing Technology – Cloud Architecture – Cloud Modeling and

Design - Virtualization : Foundation – Grid, Cloud and Virtualization – Virtualization and Cloud Computing

UNIT - III

Data Storage and Cloud Computing : Data Storage – Cloud Storage – Cloud Storage from LANs to WANs –

Cloud Computing Services : Cloud Services – Cloud Computing at Work

UNIT - IV

Cloud Computing and Security : Risks in Cloud Computing – Data Security in Cloud – Cloud Security Services –

Cloud Computing Tools : Tools and Technologies for Cloud – Cloud Mashups – Apache Hadoop – Cloud Tools

UNIT - V

Cloud Applications – Moving Applications to the Cloud – Microsoft Cloud Services – Google Cloud Applications

– Amazon Cloud Services – Cloud Applications

OUTCOMES:

- To explain and apply levels of services of Cloud
- To describe the security aspects in cloud.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER VI	Subject title	subject code	Credit
	IOT AND ITS APPLICATIONS	SE46B	5

OBJECTIVES:

- To understand the concepts of Internet of Things and the application of IoT.
- To Determine the Market perspective of IoT.
- To Understand the vision of IoT from a global context

UNIT – I

IoT & Web Technology, The Internet of Things Today, Time for Convergence, Towards the IoT Universe, Internet of Things Vision, IoT Strategic Research and Innovation Directions, IoT Applications, Future Internet Technologies, Infrastructure, Networks and Communication, Processes, Data Management, Security, Privacy & Trust, Device Level Energy Issues, IoT Related Standardization, Recommendations on Research Topics.

UNIT - II

M2M to IoT – A Basic Perspective– Introduction, Some Definitions, M2M Value Chains, IoT Value Chains, An emerging industrial structure for IoT, The international driven global value chain and global information monopolies. M2M to IoT-An Architectural Overview– Building an architecture, Main design principles and needed capabilities, An IoT architecture outline, standards considerations.

UNIT - III

IoT Architecture -State of the Art – Introduction, State of the art, Architecture. Reference Model Introduction, Reference Model and architecture, IoT reference Model, IoT Reference Architecture Introduction, Functional View, Information View, Deployment and Operational View, Other Relevant architectural views.

UNIT - IV

IoT Applications for Value Creations Introduction, IoT applications for industry: Future Factory Concepts, Brownfield IoT, Smart Objects, Smart Applications, Four Aspects in your Business to Master IoT, Value Creation from Big Data and Serialization, IoT for Retailing Industry, IoT For Oil and Gas Industry, Opinions on IoT Application and Value for Industry, Home Management, eHealth.

UNIT - V

Internet of Things Privacy, Security and Governance Introduction, Overview of Governance, Privacy and Security Issues, Contribution from FP7 Projects, Security, Privacy and Trust in IoT-Data-Platforms for Smart Cities, First Steps Towards a Secure Platform, Smartie Approach. Data Aggregation for the IoT in Smart Cities, Security

OUTCOMES:

- Use of Devices, Gateways and Data Management in IoT.
- Design IoT applications in different domain and be able to analyze their performance

- Implement basic IoT applications on embedded platform.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	S	S	M	S
CO3	S	S	S	M	S
CO4	S	S	S	M	S
CO5	S	S	S	M	S

SEMESTER VI	Subject title	subject code	Credit
	CASE TOOLS AND TESTING	SE261	3

OBJECTIVES:

- To get familiarized to the usage of UML tool kit.
- To understand the requirements of the software and to map them appropriately to subsequent phases of the software development
- To develop the ability to verify and validate their designs

OUTCOMES:

- Students must be able to analyze and design the problem at hand.
- Students should be able to use UML tools for the designing the software and test the correctness and
- soundness of their software through testing tools.

LIST OF EXERCISES:

1. Using UML tools produce analysis and design models for
 - a. Library Management System

- b. Automatic Teller Machine
 - c. Student Information Management
 - d. Matrimony Service
 - e. Stock Management System
2. Study of Open source testing tools (eg. Selenium, WATIS, Apache JMeter, TestNG)

SEMESTER VI	Subject title	subject code	Credit
	MINI PROJECT	SE36Q	5

OBJECTIVES:

The aim of the mini project is that the student has to understand the real time software development environment. The student should gain a thorough knowledge in the problem, he/she has selected and the language / software, he/she is using. Project planning:

B.Sc (Computer Science / Software Application)/BCA Major Project is an involved exercise, which has to be planned well in advance. The topic should be chosen in the beginning of final year itself. Related reading training and discussions of first internal project viva voce should be completed in the first term of final year.

I Selection of the project work

Project work could be of three types.

a) Developing solution for real life problem

In this case a requirement for developing a computer-based solution already exists and the different stages of system development life cycle is to be implemented successfully. Examples are accounting software for particular organization, computerization of administrative function of an organization, web based commerce etc.

b) System Software Project

Projects based on system level implementation. An example is a Tamil language editor with spell checker, compiler design.

b) Research level project

These are projects which involve research and development and may not be as structured and clear cut as in the above case.

Examples are Tamil character recognition, neural net based speech recognizer etc. This type of projects provides more challenging opportunities to students.

II Selection of team

To meet the stated objectives, it is imperative that major project is done through a team effort.

Though it would be ideal to

select the team members at random and this should be strongly recommended, due to practical consideration students may

also be given the choice of forming themselves into teams with three members. A team leader shall be selected. Team shall maintain the minutes of meeting of the team members and ensure that tasks have been assigned to every team member in writing. Team meeting minutes shall form a part of the project report. Even if students are doing project as groups, each one must independently take different modules of the work and must submit the report.

III Selection of Tools

No restrictions shall be placed on the students in the choice of platform/tools/languages to be utilized for their project work, though open source is strongly recommended, wherever possible. No value shall be placed on the use of tools in the evaluation of the project.

IV Project management

Head of the Department / Principal of the college should publish the list of student's project topic, internal guide and external organization and teams agreed before the end of July. Changes in this list may be permitted for valid reasons and shall be considered favorably by the Head of the department / Principal of the college any time before commencement of the project. Students should submit a fortnightly report of the progress, which could be indication of percentage of completion of the project work. The students should ideally keep a daily activity book. Team meeting should be documented and same should be submitted at the end of the project work.

V Documentation

Three copies of the project report must be submitted by each student (one for department library, one for the organization

where the project is done and one for the student himself/herself). The final outer dimensions of the project report shall be

21cm X 30 cm. The color of the flap cover shall be light blue. Only hard binding should be done. The text of the report should be set in 12 pt, Times New Roman, 1.5 spaced.

Headings should be set as follows: CHAPTER HEADINGS 16 pt, Arial, Bold, All caps, Centered.

1. Section Headings 14 pt Bookman old style, Bold, Left adjusted.

1.1 Section Sub-heading 12 pt, Bookman old style.

Title of figures tables etc are done in 12 point, Times New Roman, Italics, centered. Content of the Project should be relevant and specify particularly with reference to the work. The report should contain the requirement specification of the work, Analysis, Design, Coding, testing and Implementation strategies done.

- Organizational overview (of the client organization, where applicable)
- Description of the present system
- Limitations of the present system
- The Proposed system - Its advantages and features
- Context diagram of the proposed system
- Top level DFD of the proposed system with at least one additional level of expansion
- Program List (Sample code of major functions used)
- Files or tables (for DBMS projects) list. List of fields or attributes (for DBMS projects) in each file or table.
- Program – File table that shows the files/tables used by each program and the files are read, written to, updated, queried or reports were produced from them.
- Screen layouts for each data entry screen.
- Report formats for each report.

Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests(2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	Total	25
Practical Papers	Tests 2 out of 3	30
	Attendance	05
	Record	05
	Total	40

Awarding Marks for Attendance (out of 5)

(i) Attendance below 60% = 0 marks, 60 % to 75% = 3 marks, 75 % to 90% = 4 marks and above 90%= 5 marks

SEMINARS:

Seminars are assigned to the students based on the topic selected by the course instructor from the syllabus. Students are expected to collect comprehensive notes on the seminar topic from various books and web resources suggested by the course instructor. Students are informed to use various tools to supplement and oral presentation, such as visual aids, models etc. seminars are usually assigned for topics that can aid students to do self-study and avoid any vagueness related to the topic.

EVALUATION STANDARDS FOR SEMINAR:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	1
2	Presentation Skill	1
3	Fluency of language	1
4	Interacting skills & body language	1
5	Tools used to present	1

ASSIGNMENTS:

Assignments are given at both individual as well as group level. Assignments are given not only on topics from the syllabus but also related topics with latest development in the respective fields.

Assignments help students to awaken their creativity skills and help them to practice as well as enhance their knowledge of the subject.

EVALUATION STANDARDS FOR ASSIGNMENTS:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	2
2	Presentation Skill	2
3	Fluency of language & vocabulary usage	1

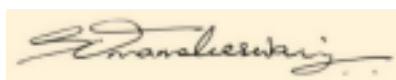
EXTERNAL ASSESSMENT FOR PRACTICAL

S.NO	Criteria	Max.Marks (60 Marks)
1	Writing Part of Program	30
2	Coding & Execution of Program	20
3	Output	10
Total		60

Question Paper Pattern

Question Paper Pattern for All Semester (University) Examination

SECTION - A		
10 questions Out of 12 questions	10x2	20 Marks
SECTION - B		
5 questions Out of 7 questions	5X5	25 Marks
SECTION - C		
3 questions Out of 5 questions	3X10	30 Marks
	Total	75 Marks



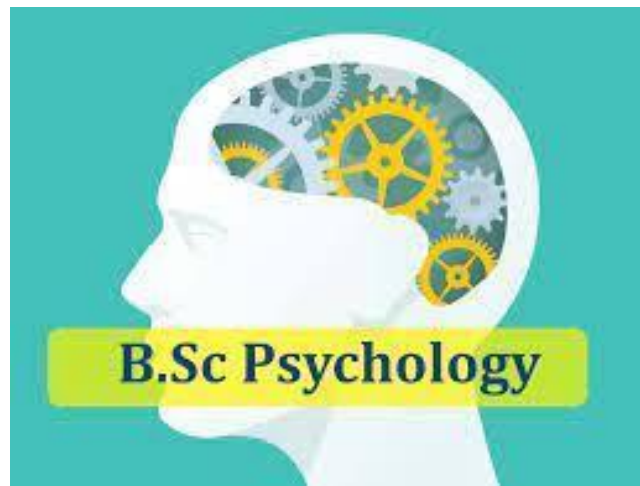
Head of the Department



Principal



ANNA ADARSH COLLEGE FOR WOMEN
COURSE HANDOUT – 2022-23
DEPARTMENT OF PSYCHOLOGY



R. Shanthy

Principal

Malathi

Head of the Department

FACULTY MEMBERS

SHIFT I

Dr. Malathi

Ms. Varsha Vardhini

Ms. Anindhitha

PREAMBLE

What makes some people jump for joy when they win a lottery, while other people burst into tears? How does someone have such a phenomenal memory that he can reel off 1000 lines of poetry? Where does cyber-bullying originate? When does a child stop believing in fairy tales? How does a person choose to buy a car or a motorcycle? Is the mind of a Ramanujam, a Bill Gates or a Mother Teresa different from more ordinary mortals? Do dreams have meaning? It is fascinating to observe and understand “the why” of these behaviors.

What makes human beings human? How are we able to think, feel and express ourselves? Why do we dream in our sleep and what is the significance of our dreams? How we are able to conceptualize thoughts and why we feel the way we feel and act the way we act? The curiosity about the human mind and its inner dynamics is a sign you might be interested in studying Psychology. Psychology is a study of human behaviour, thoughts and emotions that influence such behaviour. It facilitates the shaping and moulding of the inner self and also dealing with the development of personality inside out, thus making the person an effective human being.

There is an increasing demand for Psychologists in different areas such as Schools, Colleges, Hospitals and Clinical settings, Industries and Organisations, Forensics, Defence, NGOs and Media field.

The graduate programme in Psychology offers a perfect blend of subjects of both fundamental and applied subjects such as General Psychology, Biological Psychology, Developmental Psychology, Theories of Personality, Statistics in Psychology, Health Psychology, Experimental Psychology, Abnormal Psychology, Social Psychology, Research Methodology, Guidance and Counselling, Cyber psychology, Sports psychology and many more. It prepares a student to diversify further into any course of choice in the field of psychology or its related fields for higher education or practice. This programme offers unique opportunities to understand one's own self and others and in addition to enhance one's ability, to improve skills and competencies to bring out the inner potential.

PROGRAMME LEARNING OUTCOME

- (i) Nature and Extent of the Programme: The Bachelor of Science in Psychology is a 3-year degree full time course introducing students to various facets in Psychology. This program in Psychology will help students in demonstrating the acquisition of both factual knowledge and the ability to conceptualize and apply this knowledge to their own behaviour, to ways of interacting with others, and to their roles in the society. Students will understand and be able to apply principles of the scientific method and critical thinking. Psychologists contribute to the society's well-being by helping people understand their behaviours, emotions and managing them to lead a better lifestyle. The contribution of psychologists is present at every aspect of human life.
- (ii) Aim of the Programme: The program aims to impart fundamental knowledge in Psychology in order to understand one's own self and relate with others; enabling students to acquire professional and personal skills of living. Following the course of the program, students will be enabled to become professional psychologists and are prepared to be resilient and meet the challenges of life. The program further aims to create good citizenship qualities and be socially responsible individuals. Having personal integrity and understanding human values, they will be able to excel in their place of work. Further, it helps prepare the students to take professional careers in Psychology and opens avenues to branch out to specialization in different areas of Psychology. The student will have better prospects when applying for the civil service examination.
- (iii) Graduate attributes: After completing the B.Sc Psychology course, students will be trained to inculcate the following attributes indicating a professional outlook to their discipline: 1. Disciplinary Knowledge 2. Interpersonal skills and understanding 3. Analytical and logical reasoning 4. Psychological assessment and report writing. The subject focuses on reaching the young minds to understand and know themselves better. It paves the way to have an insight into the fundamental concepts of the mind and various schools of thought in understanding human behaviour. Knowledge of the concepts of Psychology and its branches are useful for applying in real life. Further, the students learn the practice of psychological assessment using the experimental method. The Domain includes appreciation of ethical principles of professional practices in human services. The subject serves as a catalyst and a facilitating platform to enhance human skills.

PROGRAMME SPECIFIC OUTCOME (PSO)

At the end of three years, the students will be able to:

PSO 1: Acquire a strong theoretical foundation in the basics of psychology.

PSO 2: Develop skills of scientific enquiry, critical thinking and problem solving, and the ability to plan, design and conduct research.

PSO 3: Understand the various specializations of psychology and their roles.

PSO 4: Extend the acquired knowledge base, skills and techniques to professional setting

PSO 5: Discover one's own pattern of thought and emotion and enrich their own mental wellbeing.

COURSE STRUCTURE:

FIRST SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – I	6	3	25	75	100
Part-II	Communicative English I	3	3	50	50	100
Part-III	General Psychology–I	5	4	25	75	100
	Biological Psychology-I	6	4	25	75	100
	Introduction to Indian Psychology	6	5	25	75	100
Part-IV	Basic Tamil/Adv. Tamil/NME*	-	2	25	75	100
	English for Arts and Social Sciences I	4	4	50	50	100

SECOND SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – III	6	3	25	75	100
Part-II	Communicative English II	3	3	50	50	100
Part-III	General Psychology–II	5	4	25	75	100
	Biological Psychology-II	6	4	25	75	100
	Introduction to Community Psychology	6	5	25	75	100
Part-IV	Basic Tamil/Adv. Tamil/NME*	-	2	25	75	100
	English for Arts and Social Sciences II	4	4	50	50	100

THIRD SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – IV	6	3	25	75	100
Part-II	Language Through Literature II	6	3	50	50	100
Part-III	Developmental Psychology-II	5	4	25	75	100
	Experimental Psychology	6	4	40	60	100
	Statistics in Psychology	5	5	25	75	100
Part-IV	Environmental Studies	1	Examination will be held in Semester IV			
	Soft Skills	-	3	50	50	100

FOURTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – II	6	3	25	75	100
Part-II	Language Through Literature I	6	3	50	50	100
Part-III	Developmental Psychology-I	5	4	25	75	100
	Psychological Assessment	6	4	40	60	100
	Consumer Behaviour and Advertising	5	5	25	75	100
Part-IV	Environmental Studies	1	2	25	75	100
	Soft Skills	-	3	50	50	100

FIFTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-III	Abnormal Psychology-I	6	4	25	75	100
	Social Psychology-I	6	4	25	75	100
	Introduction to Research Methodology	6	4	25	75	100
	Health Psychology	6	4	25	75	100
	Sports Psychology	5	5	25	75	100
Part-IV	Value Education	1	2	25	75	100

SIXTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-III	Abnormal Psychology-II	6	4	25	75	100
	Social Psychology-II	6	4	25	75	100
	Introduction to Theories of Personality	6	4	25	75	100
	Guidance and Counselling Psychology	6	5	25	75	100
	Human Resource Management	6	5	25	75	100
Part-IV	Extension Activities	-	1	-	-	-

SEMESTER I

Part I - Foundation Course - Tamil & other Languages

பொதுத்தமிழ் - I

Subject Code: LA11A

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீனகாலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக்கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.
- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சில பாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.

- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரியவைத்தல்.
- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.
- தமிழ்மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு
- III. மொழிப்பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப் பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல்நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம் பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப் பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம்
அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி
அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச் சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்

7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச் செல்வன் - வெயிலோடு போய்
4. தோப்பில் முகமது மீரான் - வட்டக் கண்ணாடி
5. அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1. இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக்கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு -6

மொழிப்பயிற்சி

1. வாக்கிய வகை (தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படு பொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகர வரிசைப்படுத்துதல்

கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின்வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப் பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழி வளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப் பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித் தேர்வுகளை எதிர்கொள்ளுவதற்குரியவகையில் இலக்கிய வரலாற்றுப் பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை

பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

(Foundation Course Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

தாள் -I - செய்யுள்திரட்டு

❖ நாற்காலிக்காரர் - நா.முத்துசாமி

- ❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை
- ❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Hindi -I

Subject Code: CLE1E

LEARNING OBJECTIVES

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

SYLLABUS

Paper-I-Prose, Functional Hindi & Letter Writing

I. Prose (Detailed Study)

:HINDI GADHYAMALA

Ed.by Dr .Syed Rahamathulla

Poornima Prakashan, 4/7, Begum III Street

Royapettah, Chennai – 14.

Lessons Prescribed:

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavonsen
4. Paramanu Urja evam Khadya Padarth Sanrakshan
5. You gyata aur Vyavsay ka Chunav.

II. Functional Hindi & Letter Writing

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

III General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book/Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

IV Official Correspondence:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

REFERENCES

1. Karyalayeen Tippaniya:
Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi: Dr.Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai– 14.

Unit wise Syllabus

Unit-I

1. Sabhyataka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

Unit-II

1. Mitrata
2. Letters to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

Unit-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

Unit-IV

1. Parmanu Urja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book/Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

Unit-V

1. You Gyata Aur Vyavsay Ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

Unit-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

LEARNING OUTCOMES

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture
4. Knowledge about the importance of human values

French-I

Subject Code: CLK1S

LEARNING OBJECTIVES:

In teaching French we aim to:

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France.
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French.
3. Discover another world, another people, another way of life - make them more accepting of people who differ from them.

SYLLABUS:

Unité - I : Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité - II : Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité - III : J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité - IV : Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité - V : On se voit quand ?

Proposer, accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité - VI : Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité.

LEARNING OUTCOMES:

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Prescribed textbook:

- Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only)

Part II – Foundation English courses

Communicative English – I

Subject Code: LZ11A

LEARNING OBJECTIVES:

1. To hone the basic communication of students and prepare them for career challenges.
2. To train students on effective listening.
3. Trained to better express themselves through the right choice of words for formal and informal writing and speaking.
4. To nurture and develop efficient reading by introducing them to reading techniques.
5. To break the barriers of public speaking and build confidence to face the audience/people.

SYLLABUS

Unit I (20 hours)

1. Listening and Speaking
 - a. Introducing self and others
 - b. Listening for specific information
 - c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
2. Reading and Writing
 - a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - b. Reading aloud: Reading an article/report
 - c. Journal (Diary) Writing
3. Study Skills - 1
 - a. Using dictionaries, encyclopaedias, thesaurus
4. Grammar in Context: Naming and Describing
 - ✓ Nouns & Pronouns

✓ Adjectives

Unit II (20 hours)

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information

2. Reading and Writing

- 1. a. Strategies of Reading: Skimming and Scanning
 - b. Types of Reading: Extensive and Intensive Reading
 - c. Reading a prose passage
 - d. Reading a poem
 - e. Reading a short story
 - 2. Paragraphs: Structure and Types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connections between Ideas: Using Transitional words and expressions
 - g. Types of Paragraphs
 - 3. Study Skills II: Using the Internet as a Resource
 - a. Online search
 - b. Know the keyword
 - c. Refine your search
 - d. Guidelines for using the Resources
 - e. e-learning resources of Government of India
 - f. Terms to know
 - 4. Grammar in Context
- Involving Action-I
- a. Verbs
 - b. Concord

Unit III (16 hours)

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions

- c. Continuing discussions with connecting ideas
- 2. Reading and writing
 - a. Reading feature articles (from newspapers and magazines)
 - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
 - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
- 3. Grammar in Context:
Involving Action – II
 - Verbals - Gerund, Participle, Infinitive
 - Modals

Unit IV (16 hours)

- 1. Listening and Speaking
 - a. Giving and responding to opinions
- 2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
- 3. Grammar in Context: Tense
 - Present
 - Past
 - Future

Unit V (18 hours)

- 1. Listening and Speaking
 - a. Participating in a Group Discussion
- 2. Reading and writing
 - a. Reading diagrammatic information – interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
- 3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

Recommended Book: Communicative English by Tamilnadu State Council for Higher Education (TANSCH)

LEARNING OUTCOMES

- 1. Students show progress in their ability to focus and effectively interpret other's speech.
- 2. Significant improvement in efficient reading- both in academic and pleasure reading.
- 3. Trained to better express themselves in different scenarios of formal and informal writing and speaking.
- 4. Exhibit improved oral and aural skills through in-class activities and assignments.

Part III - Core Courses

Core paper I: General Psychology - I

Subject code: ST21A

LEARNING OBJECTIVES

1. To introduce the subject to the students by outlining its origin and evolution as a science, the various sub-fields and its expanding scope.
2. To describe the process of functioning of all the human senses and the basis of perception & attention.
3. To substantiate the states of consciousness with corresponding theories, the various stages of sleep & dreams.
4. To throw light on the various forms of learning and the process of conditioning that can be used to modify behaviour.
5. To enable their understanding about how we form and retrieve memories.

SYLLABUS

Unit – I Introduction and Methods:

What is Psychology? Definition –Goals –What is not psychology? Pseudo psychology. The History of Psychology –Schools -Modern Perspectives –Psychology in India –Psychology: The Science –Methods: Introspection –Observation –Survey –Experiment –Case Study –Correlation Research –Scope of Psychology: Branches of basic Psychology –Branches of applied Psychology

Unit – II Sensation & Perception:

Sensation: Meaning –Psychophysics -Thresholds –Weber’s Law –Adaptation –Basic sensation: Vision –Hearing –Touch and other Skin senses –Olfaction-Gustation -Proprioception: Kinesthetic sense –Vestibular sense –Perception: Meaning–Organizing principles of perception –Constancies- Pattern perception, Distance perception-Errors in Perception -Illusion –Types; Hallucinations – Types; Extra Sensory Perception. -Factors that influence perception –Depth perception Attention: Meaning –Types –Determinants

Unit – III Consciousness:

States of Consciousness: Consciousness –Definition –Two Major Types –Natural State of Consciousness: Biological Rhythms –Circadian Rhythms; Waking States of Consciousness–Sleep –Functions –Stages –Sleep Disorders–Dream –Theories. Altered States of Consciousness: meaning –Hypnosis –Use of Drugs –Meditation –Other Altered States. Sensory deprivation: Near death Experience-Lucid dreaming.

Unit – IV Learning:

Learning: Definition –Nature-Association Learning: Classical Conditioning –Basic Principles; Operant Conditioning –Basic Principles –Reinforcement –Types –Punishment –Types. Schedules of Reinforcement –Shaping –Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning –Insight Learning –Observational Learning.

Unit – V Memory:

Memory: Definition –Memory Process: Encoding –Storage –Retrieval –The information processing model –Sensory memory –Short term memory –Long term memory –Forgetting: Meaning –Forgetting curve-Theories of forgetting -Causes –Memory and Brain –Improving memory.

LEARNING OUTCOMES

After completion of this subject, students will be able to:

1. Describe the nature, scope, methods and various fields of Psychology.
2. Explain the fundamental processes underlying human behaviour such as sensation, perception and attention.
3. Comprehend the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams.
4. Give a comparative account of the nature, principles and the various theories of learning.
5. Understand and associate the various functions and memory processes involved in memory and forgetting.

REFERENCES

1. Cicarelli, K.S., Meyer, E.G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Baron, R.A. (2010). *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

WEB RESOURCES:

1. Psychology of Everyday

<https://nptel.ac.in/courses/109/104/109104151/>

2. Introduction to Psychology

<https://nptel.ac.in/courses/109104105/>

3. Introduction to Psychology

<https://www.coursera.org/learn/introduction-psych>

4. Understanding Memory: Explaining the Psychology of Memory

[https://www.coursera.org/learn/memory and movies?utm_source=google&utm_medium=seo&utm_campaign=searchapp&utm_content=CourseraContent](https://www.coursera.org/learn/memory-and-movies?utm_source=google&utm_medium=seo&utm_campaign=searchapp&utm_content=CourseraContent)

Core paper II: Biological Psychology - I

Subject code: ST21B

LEARNING OBJECTIVES

1. To introduce the biological basis of behaviour by explaining the viewpoints and approaches by correlating brain anatomy with behavior.
2. To explain the structure of the basic unit of the nervous system - the neuron.
3. To understand how neurons communicate with each other through the process of synapsis
4. To identify the divisions of the nervous system, its chief structure and functions
5. To classify the role of Endocrine glands and Hormones in influencing Human Behaviour

SYLLABUS

Unit I: Biological Foundations of Behaviour

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

Unit II: Neurons- Basic Unit of Nervous System

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, the blood-brain barrier – Neural Communication: An overview, measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

Unit III: Communication between Neurons–Synaptic Transmissions

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials Termination of postsynaptic potentials.

Unit IV: Structure & Divisions of the Nervous System

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

Unit V: Hormones and The Brain

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

REFERENCES

1. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

1. Brain anatomy- Learn biopsychology Science quickly and easily – www.udemy.com
2. Medical neuroscience- www.udemy.com
3. Synapses, neurons and brains- www.udemy.com

LEARNING OUTCOMES:

After completion of this subject, the student will be able to:

1. Demonstrate an understanding about various research methods and perspectives of Biopsychology and compare the reciprocal relationship between brain and behavior.
2. Illustrate the anatomy and explain the functions of the neural cell.
3. Demonstrate how neurons communicate with each other
4. Compare and contrast the divisions of the nervous system, its chief structure and functions
5. Classify and explain the role of Endocrine glands and Hormones in influencing Human Behaviour.

Part III - Allied Courses

Allied paper I: Introduction to Indian Psychology

Subject code: ST32A

LEARNING OBJECTIVES

1. To introduce the students to the origins and roots of Psychology that has stemmed from Indian Sub-Continents.
2. To illustrate various perspectives such as Upanishads, Nyaya, Advaita Vedantam, Vaisaseka, Mimamsa, Visista Advaita on Personality, Perception, Functions of mind and States of consciousness.
3. To orient them to the concepts of Yoga, its application in management of Psychiatric disorders and for self-development.
4. To acquaint students with diverse religious schools of thoughts such as Buddhism, Jainism, Sufism and its view on the concept of Mind.
5. To enrich their knowledge on Practical applications of Indian Psychology.

SYLLABUS

Unit – I Introduction to Indian Psychology:

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

Unit – II Concepts of Indian Psychology:

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

Unit – III Yoga Psychology:

States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifold being-surface being, inner being, the outer being.

Unit – IV Psychology of Buddhism, Jainism and Sufi:

Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity. Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation.

Unit – V Applying Indian Psychology:

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi's Nai Talim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. Organizational behavior and community work – Gita-based approaches to Organizational behaviour. Life and Education – The Thirukkural approach.

REFERENCES:

1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers
2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
3. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
4. Kuppaswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.

WEB RESOURCES:

1. Soul Beliefs: Causes and Consequences – www.coursera.org
2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.co

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Define the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.
2. Classify various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc.

3. Interpret the ideas of Yoga and apply the knowledge for self-development.
4. Discriminate various religious schools of thought in explaining the concept of Mind.
5. Practically implement the concept of Indian psychology in various fields like counselling, education, organizational behaviour etc.

Part IV - Basic Tamil/Advanced Tamil

அடிப்படைத் தமிழ் - முதல் பருவம்

Subject code: NLT1C

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம்அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணைபுரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது. இம்மாணவர்கள் முதற்பருவத்தில் தமிழ்மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ்மொழியின் சொல்வகை, தொடரமைப்பு, தமிழில் எண்ணுப் பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ளவைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம்

அலகு - 1

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய்எழுத்து , 3. உயிர்மெய் எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல், 2. வினைச்சொல், 3. இடைச்சொல், 4. உரிச்சொல்

அலகு - 3

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப்பொருள்

அலகு - 4

பிழைநீக்கம்

1. ஒற்றுப்பிழை, 2. எழுத்துப்பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப்பெயர்கள், வாழ்இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவுமுறைகள் -சுவை -காய்கள் -பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Learning Outcomes)

இந்தப் பாடத்தினால்

1. வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேசமுடியும்.
2. தமிழ்மொழியிலுள்ள சிறுசிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும்.
3. தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய்வருதல்.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ்மொழியை முழுமையாக அறிந்துகொள்ளாத கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும்நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப்பயிற்சி

பாடத்திட்டம்

அலகு - 1

நாட்டுப்புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு - 2

புனைகதை

1. "கட்டைவிரல்"-சி.என்.அண்ணாதுரை

அலகு - 3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள் - அப்துல் ரகுமான்

அலகு - 4

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள்

இப்பாடத்தைப் படிப்பதால் தமிழ்மொழியின் இலக்கிய இன்பம், சொல்வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

NME Courses - HTML Theory

Subject code: SE51C

LEARNING OBJECTIVE

This course introduces to the tags used in HTML

SYLLABUS

Unit I:

Introduction: Web Basics: What is Internet – Web browsers – What is Web page – HTML Basics: Understanding tags.

Unit II:

Tags for Document structure (HTML, Head and Body Tag). Block level text elements: Headings paragraph (tag) – Font style elements: (bold, italic, font, small, strong, strike, big tags)

Unit III:

Lists: Types of lists: Ordered, Unordered – Nesting Lists – Other tags: Marquee, HR, BR- Using Images – Creating Hyperlinks.

Unit IV:

Tables: Creating basic Table, Table elements, Caption – Table and cell alignment – Rowspan, Colspan – Cell padding.

Unit V:

Frames: Frameset – Targeted Links – No frame – Forms : Input, Textarea, Select, Option.

Recommended Texts: 1. Laura Lemay, “HTML Complete Reference, Teach Yourself Web Publishing with HTML”.

REFERENCES:

1. E Stephen Mack, Janan Platt , “HTML”.

WEB REFERENCE:

NPTEL & MOOC courses titled HTML. –<https://www.codecademy.com/learn/learn-html>

LEARNING OUTCOMES

1. To use Knowledge of HTML and the basic tools that every Web page coder needs to know
2. To implement modern Web pages with HTML

Professional English (English for Arts & Social Sciences –I)

Subject code: PZ1AA

LEARNING OBJECTIVES

1. To develop the language skills of students by offering adequate practice in professional contexts.
2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
3. To focus on developing students’ knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students’ critical thinking skills and make students culturally aware of the target situation.

SYLLABUS

Unit 1: Communication

Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

Unit 2: Description

Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

Unit 3: Negotiation Strategies

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

Unit 4: Presentation Skills

Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

Unit 5: Critical Thinking Skills

Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT- practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

LEARNING OUTCOMES

1. Recognise their own ability to improve their own competence in using the language
2. Use language for speaking with confidence in an intelligible and acceptable manner
3. Understand the importance of reading for life
4. Read independently unfamiliar texts with comprehension
5. Understand the importance of writing in academic life
6. Write simple sentences without committing error of spelling or grammar

SEMESTER II

Part I - Foundation Course - Tamil & other Languages

பொதுத்தமிழ் - II

Subject Code: LA12A

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல்வளங்களையும் உணரவைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப்பயிற்சி

அலகு - 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11ஆம் பாடல் - "அரிதாயஅறன்எய்தி..

அலகு - 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றிவேல்)

அலகு - 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு - 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு - 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1) முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)

2) பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப்பயிற்சி

1)இலக்கணக் குறிப்பு (வேற்றுமைத்தொகை, உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, அன்மொழித்தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]

2) ஒற்று மிகும் மிகா இடங்கள்

3) மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

1. பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்துகொள்ளுதல்.
2. பழந்தமிழ் இலக்கிய வாசிப்பின்வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
3. தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
4. மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
5. மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
6. இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்புதிறனை வளர்க்கின்றது.
7. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ் - முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil For I & II Semesters; Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் - பகுதி 1 -சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

LEARNING OBJECTIVES

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features of Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabulary.

SYLLABUS

Paper – II – One Act Play, Short Story & Translation

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

Lessons Prescribed:

1. Aurangazeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. Short Stories (Non- Detailed Study): Swarna Manjari

Edited by: Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp. Ranganathan Street), T. Nagar, Chennai – 600 017.

Lessons Prescribed:

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. Translation Practice : (English To Hindi)

Books For Reference :

1. Prayojan Moolak Hindi :

Dr. Syed Rahamathulla

Poornima Prakashan, 4/7, Begum

III Street, Royapettah, Chennai –

14.

2. Anuvad Abhyas Part III

Dakshin Bharat Hindi Prachar Sabha

T. Nagar, Chennai -17.

Unit wise Syllabus

Unit – I

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit-V

1. Translation Practice. (English to Hindi)

LEARNING OUTCOMES

1. Understand the role of Hindi short stories and One Act Play in the development of the society.

2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Inculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of the art of translation.

French-II

Subject Code: CLK2T

LEARNING OBJECTIVES:

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

SYLLABUS:

Unité - I : C'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité - II : N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité - III : Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité - IV : Quel beau voyage !

Raconter - décrire les étapes d'une action – exprimer l'intensité et la quantité - interroger

Unité - V : oh! Joli!

Décrire quelqu'un - comparer – exprimer l'accord ou le désaccord - se situer dans le temps

Unité - VI : Et après ?

Parler de l'avenir - exprimer des souhaits – décrire quelqu'un

Prescribed textbook:

Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only)

LEARNING OUTCOMES

Learners are able

1. To comprehend and express themselves well
2. To have an interest to look into another world
3. To improve communication skills
4. To perform well in the University Exams

Part II – Foundation English courses

Communicative English – II

Subject Code: LZ12A

LEARNING OBJECTIVES

1. To train students on functional English including language proficiency-Grammar & Vocabulary building.
2. To equip them with essential career/job oriented skills - Presentation (PPT techniques), formal communication (email, report writing, etc)
3. To teach them formal meeting etiquettes: both face-face and virtual mode.
4. To prep students to face interviews.
5. Encourage and guide students on opinion writing, reviews and feature writing.

SYLLABUS

Unit - I (18 hours)

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context
 - a. Adverbs
 - b. Prepositions

Unit - II (20 hours)

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
- b. Reading poetry
 - i. Reading aloud: (Intonation and Voice Modulation)
 - ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

- a. Idioms & Phrases

4. Grammar in Context: Conjunctions and interjections

Unit - III (18 hours)

1. Listening and Speaking

- a. Listening to Ted talks
- b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds
- c. Interactions during and after the presentations

2. Reading and writing

- a. Writing emails of complaint
- b. Reading aloud famous speeches

3. Word Power

- a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit - IV (16 hours)

1. Listening and Speaking

- a. Participating in a meeting: face to face and online
- b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

- a. Reading visual texts – advertisements
- b. Preparing first drafts of short assignments

3. Word Power

- a. Denotation and Connotation

4. Grammar in Context: Sentence Types

Unit V (18 hours)

1. Listening and Speaking

- a. Informal interview for feature writing
- b. Listening and responding to questions at a formal interview

2. Reading and Writing

- a. Writing letters of application
- b. Readers' Theatre (Script Reading)
- c. Dramatizing everyday situations/social issues
- d. Through skits. (writing scripts and performing)

3. Word Power

- a. Collocation

4. Grammar in Context: Working With Clauses

Recommended Book: Communicative English - Semester II - E book by Tamil Nadu State Council for Higher Education (TANSCH)

LEARNING OUTCOMES

- Students show progress in language proficiency.
- Better equipped with necessary job skills.
- Show confidence to face job interviews.
- Encouraged to voice their thoughts, students began to express themselves through blog writing, articles contribution, online reviewing of products and films.
- Show better understanding of nuances in formal communication and etiquettes.

Part III - Core Courses

Core paper III: General Psychology - II

Subject code: ST22A

LEARNING OBJECTIVES

1. To impart the mechanisms underlying the various cognitive processes including thinking, decision making and language development.
2. To apprise the students of the various theories of motivation, frustration and conflict.
3. To acquaint them with the characteristics and theories of emotions and stress.
4. To deepen their knowledge about the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. To describe the various theories of Personality, method of assessment & application of the different Personality tests.

Unit – I: Cognition

Meaning –Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem Solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes- Morphemes –Syntax - Semantics – Pragmatics.

Unit – II: Motivation

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs, Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

Unit – III: Emotion and stress

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

Unit – IV: Intelligence and Creativity

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning – Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.

Unit – V: Personality

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler – Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger's theory – Maslow's theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,

REFERENCES:

1. Cicarelli, K.S., Meyer, E.G. & Misra. (2008). *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited.
2. Baron, R.A. (2010) *Psychology*. New Delhi, India: Pearson India Education Services Pvt. Ltd.

WEB RESOURCES:

1. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
2. <https://www.saylor.org/?s=psychology&submit=Search>

3. <https://www.coursera.org/learn/introduction-psychology>
4. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
5. <https://www.saylor.org/?s=psychology&submit=Search>
6. <https://www.coursera.org/learn/introduction-psychology>
7. <https://www.coursera.org/learn/self-determination-theory>
8. <https://www.coursera.org/learn/ignite-creativity>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Spell out the different types of cognition, thinking processes, decision making and language development.
2. Summarize the various theories of Motivation, frustration and conflicts.
3. Outline the characteristics and theories of emotions and stress.
4. Explain the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. Analyse various theories of Personality and describe the assessment & application of the Personality tests.

Core paper IV: Biological Psychology - II

Subject code: ST22B

LEARNING OBJECTIVES

1. To introduce Rhythms of waking, sleeping and dreaming, its mechanisms and various sleep disorders.
2. To illustrate brain development and neuroplasticity
3. To explore the biological phenomenon involved in regulating thirst and hunger.
4. To enrich their knowledge about the biological basis of emotions and its functions.
5. To identify the brain areas associated with learning & memory and illustrate the causes of memory disorders.

SYLLABUS

Unit I: Circadian Rhythms, Sleep and Dreaming

Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

Unit II: Brain development and plasticity

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons
-New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

Unit III: Biological basis of thirst and hunger

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.

Unit IV: Biological basis of emotions

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

Unit V: Biological basis of learning and memory

Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

REFERENCES

- i. Carlson, N. R. (2007). *Foundations of Physiological Psychology*, New Delhi, India: Pearson India Education Services Pvt Ltd.
- ii. Kalat, J.W. (2011). *Biopsychology*, Delhi, India: Cengage Learning India Private Limited.
- iii. Pinel, J. (2007). *Biopsychology*, New Delhi, India: Pearson India Education Services Pvt Ltd
- iv. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

- i. <https://www.edx.org/course/ap-psychology-course-2-how-the-brain-works>
- ii. <https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-22j-a-clinical-approach-to-the-human-brain-fall-2006/index.htm>
- iii. www.mooc-list.com/course/neuropsychology-saylororg

LEARNING OUTCOMES

After completion of this subject, the student will be able to:

1. Understand the biological basis of Sleep & Dream and Classify various sleep disorders
2. Illustrate brain development and neuroplasticity
3. Categorize the brain mechanism involved in regulating thirst, hungry and feeding
4. Evaluate and distinguish biopsychology of emotions in relation to stress and ill health
5. Summarize the brain areas associated with learning & memory and illustrate the causes of memory disorders.

Part III - Allied Courses

Allied paper II: Introduction to Community Psychology

Subject code: ST32A

LEARNING OBJECTIVES:

1. To outline the fundamentals of Community Psychology in Indian Context.
2. To introduce Psychosocial models that are culturally relevant.
3. To break down the Socio-economic Indicators such as Poverty, unemployment, underemployment etc.,
4. To understand the prime Psychosocial indicators that are evident in the Indian context.
5. To describe the preventive measures that enhance the quality of community.

Unit 1: Introduction

Community psychology- nature & Scope, Definition; Core values in community psychology; Role of community psychologist; understanding community; community in India; human diversity in context; applied social psychology in India.

Unit 2: Models of Community Psychology

Mental health model; Behavioural model; Organisational model; Ecological model; Social action model; Integration of modern psychology with Indian thought, culture & psychology: culture & perspectives of psychology; Basic Indian values and behavioural disposition in the context of nation's development; Ambiguity of role models and values among Indian youth.

Unit 3: Socio-economic indicators:

Definition of social indicators; Population; Poverty; Beggary; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment.

Unit 4: Psycho-social indicators

Human development- family scenario in a developing country and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence; delinquency & crime; sexual harassment & violence; mental illness & mental health; understanding stress & coping in context.

Unit 5: Promotion & Prevention:

Social competence- key concepts; implementing programs; empowerment & citizen participation; Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.

REFERENCES:

1. Shanmugam, T.E. (1988). Community Psychology. Utsav Shanmugam pub.
2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.
3. Sinha, D., Misra, G., & Dalal A.K. (2015). Psychology in India. New Delhi
4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.
5. Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co
6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.
7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

WEB RESOURCES:

1. Community change in public health- www.coursera.org
2. Foundational Skills for community at health – www.coursera.org

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Paraphrase the core values of community psychology in the Indian context.
2. Assess various socio-cultural psychological models and behaviours of Indian youth.
3. Examine the socio-economic indicators and its impact on development.
4. Estimate the role of human development and family structure on Mental Health.
5. Originate preventive measures and design promotion programmes for better community development.

Part IV - Basic Tamil/Advanced Tamil

அடிப்படைத் தமிழ் - இரண்டாம் பருவம்

Subject code: **NLT2D**

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணை புரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ்மொழியிலுள்ள சிறுசிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறுகதைகள், சுற்றுலாத் தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம்

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச்சூடி (1-12), 2. கொன்றைவேந்தன் (1-8), 3. திருக்குறள் (5)

1. அகரமுதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34),
4. கற்ககசடறக்..... (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக்கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ. தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத் தலங்கள்-
அலுவலகப் பெயர்கள்

இ. பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள்

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ்மொழியின் சிறப்பினையும்
மொழி வளத்தையும் அறிந்துகொள்ள உதவுகிறது. தமிழக மக்களின்
பண்பாட்டுக் கூறுகளை உணர்ந்து கொள்ளுதல்

பாடநூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத்தமிழுக்குப்
பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக
வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

சிறப்புத்தமிழ் - இரண்டாம் பருவம்

Subject code: TLT2D

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்ககால செய்யுள் முதல் தற்கால புதுக்கவிதைவரை உள்ள ஒரு சில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம்

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப்பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுக சிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -கனியன் பூங்குன்றனார்

ஈ. திருக்குறள் - வான்சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப்பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி -உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஓ. பாரதியார்- நல்லதோர் வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப்பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள்

1. தமிழ்மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல்.
2. தமிழ் மக்களின் பண்பாட்டைக் காலவாரியாக உணர்ந்துகொள்ளுதல்.
3. மொழிபெயர்ப்புத் துறையிலும் செயலாற்றமுடியும்

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

NME Courses – HTML lab

Subject code: SE523

LEARNING OBJECTIVE

This course introduces to the programming in HTML

SYLLABUS

LIST OF EXERCISES:

1. Write a script to create an array of 10 elements and display its contents.
2. Create a simple calculator using form fields. Have two fields for number entry and one field for the result. Allow the user to be able to use plus, minus, multiply and divide.
3. Create a document and add a link to it. When the user moves the mouse over the link, it should load the linked document on its own. (user is not required to click on the link)
4. Create a document which opens a new window without a toolbar, address bar or a status bar that unloads itself after one minute.
5. Design an HTML page that includes document structure tags, title, line break, multiple headings and link to e-mail address.
6. Create an HTML file which is the main page with an image and some text messages along with hyperlinks which is linked to various pages. The navigation should be such that the links take you to the appropriate page and then back to the main page.
7. Create a HTML page to demonstrate the usage of Frames. Choose the content of the page on your own.
8. Design an application for pay slip through HTML forms.

LEARNING OUTCOME

To implement modern Web pages with HTML

Professional English (English for Arts & Social Sciences –II)

Subject code: PZ1AB

LEARNING OBJECTIVES

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges to,

1. Develop their competence in the use of English with particular reference to the workplace situation.
2. Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
3. Develop their competence and competitiveness and thereby improve their employability skills.
4. Help students with a research bent of mind develop their skills in writing reports and research proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating web pages, blogs, flyers and brochures (subject based)

- Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

LEARNING OUTCOMES:

At the end of the course, learners will be able to,

1. Attend interviews with boldness and confidence.
2. Adapt easily into the workplace context, having become communicatively competent.
3. Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

SEMESTER III

Part I - Foundation Course - Tamil & other Languages

Language Paper – III

பொதுத்தமிழ் - III மூன்றாம் பருவம்

Subject Code: LA13A

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிற்றிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிற்றிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த

இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல்.

இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத் தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

பாடப் பகிர்வு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு I

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் 'கற்றாங்கு' எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு 2

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5 பாடல்கள்

அலகு 3

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)

3. அருணகிரிநாதர் – விநாயகர் துதி – “நினது திருவடி..” எனத் தொடங்கும் 5 ஆம் பாடல்

அலகு 4

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள்
(பெண்மதி மாலை)

அலகு 5

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

III மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல். சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.

நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல்.

தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்- மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters; Common to all undergraduate courses and Five Year Integrated postgraduate courses. 2021 - 2022 onwards.

❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 –சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

Hindi -III

Subject Code: CLE3H

Paper III Ancient Poetry and Introduction to Hindi Literature (Upto ReetiKaal)

LEARNING OBJECTIVES

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of the Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing unity in diversity.

4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

Ancient Poetry -

Prescribed Text Book : Selections in Poetry (2007); University Publications, University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Thiruvalluvar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

Introduction to Hindi Literature (up to Reethikaal)

Lessons Prescribed :

- Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
Chand Baradai 2. Vidhyapathi and their Works
- Literary Trends of Bhakthi Kaal – Important Poets :
1. Kabirdas 2. Joyasi 3. Tulasidas 4. Surdas and their works
- Literary Trends of Reethikaal – Important Poets :
1. Bihari 2. Bhushan 3. Ghananand

Reference Books:

1.Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.

2.Hindi Sahithya Yug Aur Pravritthiya

By: Dr. SivakumarVarma, Asok Prakashan Nayi Sarak, New Delhi – 6

3.Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

SYLLABUS

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

LEARNING OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its architect skill, Reethikall of its shringar ras. Knowledge about the Idol less worship and Prem Marga cult of literature.
6. Knowledge about the History of Hindi Literature upto Reethi Kaal.

Title of the Paper: Translation, Comprehension and Grammar- I

LEARNING OBJECTIVES:

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

Prescribed textbook: K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

SYLLABUS:

Grammar components :

- ★ Les pronoms relatifs
- ★ Le passé composé
- ★ L'imparfait
- ★ Le plus-que-parfait
- ★ Le subjonctif
- ★ Le conditionnel
- ★ La comparaison

Texts :

- ★ Les feuilles mortes
- ★ Le vrai père
- ★ Nos études
- ★ Demain des l'aube
- ★ Par une journée d'été
- ★ Une visite inattendue
- ★ L'hiver
- ★ Le librairie

LEARNING OUTCOMES

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - Not applicable

Part II – Foundation English courses

Language through Literature- I

Subject Code: LZ13B

LEARNING OBJECTIVES

1. To stimulate interest in acquiring basic skills.
2. To use as a medium to teach grammar, writing mechanics and thinking skills.
3. To engage in self-assessment activities for self-development.
4. To identify parts of speech, vocabulary, sentence structure and use them properly.
5. To interpret the key ideas and terms and express them through a persuasive essay.

SYLLABUS

Theme	Text	English Language Skills
Unit - I Prose 15 Hours (including all worksheets to be done in class in the textbook)		
Ethics	1.1 Humanities vs Sciences S. Radhakrishnan - Worksheet 1.1	Vocabulary skills ★ Etymology ★ Etymological derivation of words Grammar skills ★ Tenses ★ The simple present vs the present continuous tense ★ The simple past vs present perfect tense

Learning	1.2 Wings of Fire (An Extract) A. P. J. Abdul Kalam - Worksheet 1.2	Vocabulary skills ★ One-word substitutes / meanings of expressions Grammar skills ★ Combining sentences
Society	1.3 On the Rule of the Road A. G. Gardiner Worksheet 1.3	Vocabulary skills ★ Some literary devices ★ Word association Grammar skills ★ Error identification ★ Types of questions: Wh- and Yes/No
Unit - II Poetry 12 Hours (including all worksheets to be done in class in the textbook)		
Human Values	2.1 Leisure W. H. Davies Worksheet 2.1	Vocabulary skills ★ Content words and function words ★ Compound words Grammar skills ★ Punctuation ★ Use of punctuation marks ★ Conversion of sentences - Active and passive voice - Reported speech
Science	2.2 The Secret of the Machines Rudyard Kipling - Worksheet 2.2	Vocabulary skills ★ Commonly confused words ★ Prefixes and suffixes ★ Negative prefixes Grammar skills ★ Conversion of word class
Environment	2.3 Water Ralph Waldo Emerson Worksheet 2.3	Vocabulary skills ★ Homophones ★ Homonyms ★ Homographs Grammar skills ★ Gerunds ★ Participles
Sports	2.4 Casey at the Bat Earnest Lawrence Thayer Worksheet 2.4	Vocabulary skills ★ Completing words Grammar skills ★ Phrasal verbs

Satire	2.5 Very Indian Poem in Indian English Nissim Ezekiel Worksheet 2.5	Vocabulary skills ★ Metonymy Grammar skills ★ Integrated grammar activities ★ Cloze test
Unit - III Short Story 15 Hours (including all worksheets to be done in class in the textbook)		
Attitude	3.1 Witches' Loaves O. Henry Worksheet 3.1	Pronunciation ★ Tongue twisters ★ Pronouncing words of foreign origin ★ Using a dictionary to understand pronunciation
Fantasy	3.2 The Country of the Blind H. G. Wells Worksheet 3.2	Writing skills ★ Descriptive writing ★ Narrative writing ★ Writing long essays
Humour	3.3 The Boy Who Broke the Bank Ruskin Bond Worksheet 3.3	Writing skills ★ Converting a story into a play
Social Justice	3.4 The Squirrel Ambai Worksheet 3.4	Writing skills ★ Filling forms ★ Letter writing
Unit - IV Non-fiction 14 Hours (including all worksheets to be done in class in the textbook)		
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine John Thornhill Worksheet 4.1	Writing skills ★ Writing blogs ★ Creating vlogs
Social Media	4.2 Facebook Is Making Us Miserable Daniel Gulati Worksheet 4.2	Writing skills ★ Writing emails
Culture	4.3 One World One Culture	Writing skills

	Kenneth J. Pakenham, Jo McEntire, Jessica Williams Worksheet 4.3	★ Résumés ★ Cover letters ★ Format of a cover letter Speaking skills ★ Introduction to job interviews
Food and Nutrition	4.4 Portion Size is the Trick!!! Ranjani Raman Worksheet 4.4	Writing skills ★ Argumentative Essays
Unit - V Scenes from Shakespeare 14 Hours (including all worksheets to be done in class in the textbook)		
Human Nature	5.1 The Merchant of Venice [Act IV, Scene I; Lines -170–419] Worksheet 5.1	Writing skills ★ Recreating a court scene ★ Role play
	5.2 Henry IV Part I [Act II, Scene 4] Worksheet 5.2	Writing skills ★ Creating a webpage

Formative Assessment 05 Hours (Unit-end assessment tasks given in the textbook to be done, detached and submitted for evaluation)

Text – CONFLUENCE by Cambridge University Press India Private Limited

LEARNING OUTCOMES

After completing the course, the students will be able to

1. Strengthen contextual understanding of the language through texts.
2. Apply the language skill in different types of activities such as group discussions, comprehension and creative writing.
3. Shows improvement in writing sentences by changing their forms and using them appropriately.
4. Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in content.
5. Attempt the different kinds of writing- essays, emails, blogs, resumes etc.

Part III - Core Courses

Core paper V: Developmental Psychology - I

Subject code: ST23A

LEARNING OBJECTIVES

1. To introduce the various stages of birth.
2. To outline the stages, characteristics of infancy and babyhood.
3. To synthesize the dynamics, nuances of early and late Childhood.
4. To depict the various developmental stages across the life span.

Unit I: Conception Through Birth

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age.Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of childbirth - Types of childbirth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

Unit II: Infancy

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.

Unit III: Babyhood

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behavior – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

Unit IV: Early Childhood

Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

Unit V: Late Childhood

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.

REFERENCES:

1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Lifespan development, New York, NY: McGraw Hill.
3. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.
5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice-Hall of India (Pvt) Ltd.

WEB RESOURCES

1. <https://www.mooc-list.com/tags/developmental-psychology>
2. <https://www.coursera.org/learn/developmental-psychology>
3. <https://www.edx.org/course/introduction-to-developmental-psychology>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. State the developmental stage of conception through birth
2. Describe the developmental stage of infancy and babyhood
3. Restate the various developmental processes of early and late childhood
4. Associate various developmental stages of socialization, family relations and personality development.

Core paper VI: Experimental Psychology

Subject code:

LEARNING OBJECTIVES:

1. To extend the concepts of distraction, division and span of attention.
2. Compare and contrast the different errors of perception.
3. To compare divergent concepts in learning through knowledge of results.
4. To correlate the relationship between motivation and aspiration.
5. To illustrate various types of emotions.
6. To introduce the concept of motor dexterity.
7. To imbibe multiple IQ assessments.

SYLLABUS - CONCEPTS:

1. Attention
2. Perception
3. Learning
4. Motivation & Emotion
5. Psychomotor abilities
6. Intelligence tests

- A minimum of 10 experiments should be conducted in the first and second semester.
- At least one experiment from each concept should be chosen.

List of Psychological Equipments in the Laboratory (For Experimental Psychology in Semester III)

S.. No	Name of the Assessments	Description
	INTELLIGENCE	
1	Bhatias Battery of Performance Test of Intelligence	This is a performance test of intelligence and consists of a battery of 5 Sub-tests, namely: Koh's Block Design Test, Pass-along Test, Pattern Drawing Test, Immediate Memory, and Picture Construction Test.
	ATTENTION	
2	Division of attention	The effect of divided attention on the performance can be studied in the laboratory using this instrument. This Electrical wooden instrument top has two different patterns (a triangle & a circle) with a groove. The subject can trace the path with the stylus provided. A set of reset type impulse counters which are electrically connected will record the number of traces made by the subject.

3	Distraction of attention	Experimentally auditory distraction on the performance of a task can be demonstrated using this instrument. This electrical box consists of two sides i.e. subject side and the experimenter side and a screen in between. The Experimenter's side will have two control switches and a light. The subject side will have two switches, a light and a buzzer. Both the visual stimulus (light) and the auditory stimulus (buzzer) can be presented by operating the switches from both the sides. This instrument can also be used to conduct the experiments to understand mental processes in estimation of time interval/Time Perception.
4	Knox Cube test	One set of 56 wooden 1" x 1" x 1" painted wooden cubes to be used to test the level of attention and concentration.
PSYCHOMOTOR ABILITIES		
5	Finger Dexterity Board	Finger dexterity refers to dexterity for handling tiny objects using fingers. Finger dexterity board is a wooden board with a tray on one side and a metallic plate with 100 equal sized holes (to insert one pin at a time) on the other side. Small pins are provided with fingers.
LEARNING		
6	Human Maze Learning T-Shape (Electrical) with Manual & Response Sheet	A wooden T Shaped maze with a path and the subject has to trace the path using her finger.
7	Concept formation blocks	Concept Formation Blocks Based on Haffman and Kaiseinien Test of Concept Formation: Concept formation for Height, Size, Shape and Color. It is a performance type test.
8	Concept formation cards	It is a set of cards used to demonstrate the process of concept formation for geometrical designs and non-sense syllables.
EMOTIONS & MOTIVATION		
9	Judging emotions using Photograph	Based on Illustrations and Photographs the subjects have to judge the emotions depicted. This helps to understand the social interactions that the subject has.
PERCEPTION		
10	Stroop effect test	The 'Stroop' effect is one example of cognitive inhibition and the hypothesis of parallel processing. Parallel processing involves interpreting a stimulus input at different levels, resulting in inhibition in cognitive process. This process of cognitive inhibition can be experimentally demonstrated using the 'Stroop Effect Test'. This test consists of two lists of words. The list 'A' has names of colors printed in the corresponding color. Wherein list 'B' has names of colors printed in a different color. The subject has to name the color in which the word is printed and not the word while reading both the lists but separately. A key for the correct responses is also provided.

REFERENCES:

1. Wood Worth and Scholerberg. (2018). Experimental psychology. New Delhi: Oxford & IBH publishing Co.
2. Postman and Egan (1960). Experimental psychology. New York: Harper and Row.
3. Anastasi, A and Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education.
4. Cohen, R, J and Swerdlik, M, E. (2010). Psychological testing and Assessment: An Introduction to Tests and Measurement. Boston: McGraw-Hill Higher Education.
5. Harris, P. (2002). Designing and Reporting Experiments in Psychology. Buckingham: Open University Press.
6. Myers, Anne. Hansen, Christine. (2011) Experimental Psychology. Wadsworth Publishing.
7. Francis, G. and Neath, I. (2015). Introduction to Psychology, Cengage Learning.

WEB RESOURCES:

1. The beginners guide to personality psychology: Big five traits – www.udemy.com

LEARNING OUTCOMES:

1. Experiment the effect of distraction, division and span of attention.
2. Illustrate the factors involved in errors of perception.
3. Demonstrate the concepts of transfer of learning, trial and error learning, insight learning and learning through the knowledge of results.
4. Associate to one's own level of aspiration and achievement motivation.
5. Interpret various emotional patterns in oneself and others.
6. Illustrate the use of the motor-skills in manual and tweezer dexterity.
7. Conduct assessment of IQ levels.

Part III - Allied Courses

Allied paper III: Statistics in Psychology

Subject code: ST33A

LEARNING OBJECTIVES

1. To introduce the importance of statistics in Psychology, explaining the different levels of measurement and methods of organizing data in statistics.
2. To find out and make use of central tendency and variability.
3. To understand and illustrate the concepts of normal distribution, its importance and to draw the correlation of the data.
4. To explain the significance of hypothesis testing and the use of inferential statistics.
5. To acquaint students with non-parametric methods in statistics.

SYLLABUS

Unit I: Introduction to Statistics

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates- Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

Unit II: Central Tendency and Variability

Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method- Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.

Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped

data- Calculation of Standard Deviation from Assumed Mean.

Unit III: Normal Distribution and Correlation

The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve- Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank-Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

Unit IV: Hypothesis Testing and Inferential Statistics

Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process- One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error, Inferential Statistics: t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a 't' test for Independent Means.

Unit V: Non-Parametric Methods

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogorov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

REFERENCES

1. Howell, D. (2012). *Statistical method for psychology*. Delhi, India: Cengage Learning.
2. Agresti, A., & Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
3. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Heiman, G. (2013). *Basic statistics for the behavioral sciences*. Belmont, CA: Cengage Learning.
5. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
6. Gupta, S.P. (1999). *Statistical methods..* New Delhi, India: Sultan Chand & Sons
7. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.

WEB RESOURCES

1. <http://www.edx.org/learn/statistics>

LEARNING OUTCOMES:

After completion of the subject, the students will be able to:

1. Categorize the different levels of measurement and methods of organizing data in statistics
2. Devise the use of mean, median, mode and variability
3. Illustrate and apply the concepts of normal distribution
4. Find out correlation
5. Test for significance in hypothesis testing
6. Select and utilize appropriate non-parametric statistics

Part IV - Soft Skills

Subject code: TSSE1

Computing Skills Level 1 (Practical)

LEARNING OBJECTIVE

The major objective in introducing the course is to impart hands-on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is a basic course offered at two levels exclusively meant for students who have no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching.

SYLLABUS

Unit 1: Introduction to computers – classification of computers; Computers inside – Hardware (processing, memory i/o, storage etc), Software (Systems, application); Operating Systems – DOS, LINUX, UNIX, Windows ; Programming – Overview, need and skills; Networking Basics; Virus; Hacking

Unit 2: Word processing - Operating of word documents like open, close, save, print ; Editing Text – tools, formatting , bullets, layout ; Navigating word – Keyword, mouse, document formatting ; paragraph alignment - indentation, headers, footers, numbering; printing – preview, options

Unit 3: File Management – Importance of file management, backing of files, files and folders- editing, deleting, retrieving, renaming, subfolders; Manipulating windows – minimize, maximize; powerpoint basics- terminology- templates, viewing

Unit 4: Spreadsheets – MS Excel – opening, entering text and data, formatting, navigating; Formulas- entering, handling and copying; charts- creating, formatting and printing, header and footer, centering of data; printing

Unit 5: Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favorite, create, delete ; printing webpage; email – creating, receiving, reading and sending messages

Note – Unit 2 -5 are to be taught as practical with hands on experience

REFERENCES

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
3. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

SEMESTER IV

Part I - Foundation Course - Tamil & other Languages

Language Paper – IV

பொதுத்தமிழ் - IV நான்காம் பருவம்

Subject Code: LA14A

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக் காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தோன்றிய வரலாற்றுப் பின்னணியையும் வாழ்க்கைக் கூறுகளையும் கற்பதால் கலை இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல்.

கற்பனை வளமும் சிந்தனைத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவே காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமய அறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வகையில் அமைந்துள்ளமையை விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப
படைக்கப்பட்டுள்ளமையை உணரவைத்தல். இவை சார்ந்த இலக்கிய
வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கலைச்சொற்களை
அறிமுகப்படுத்திப் புதிய கலைச்சொற்களை உருவாக்க வைத்தல்.
ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தனைகளை வெளிகொணரும்
வகையில் சிறுகதை, புதுக்கவிதை போன்றவற்றைப் படைக்கத்
தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு -

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

அலகு 1

1. சிலப்பதிகாரம் - ஊர் காண் காதை (முழுமையும்)
2. மணிமேகலை - பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு 2

1. சீவக சிந்தாமணி - ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. சூளாமணி - 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது
சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு 3

1. கம்பராமாயணம் - குகப்படலம்
2. பெரியபுராணம் - மெய்ப்பொருள் நாயனார் புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி - வளன் சனித்த படலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் - சப்பாணி பருவம் - 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

II இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

III மொழித் திறனறிதல்

- i. கலைச்சொற்கள்
- ii. படைப்பு - சிறுகதை (அ) புதுக்கவிதை

பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வகை நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழமையான புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள் போட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

பாடநூல்:

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ் மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் - I - செய்யுள் திரட்டு

Foundation Course Part I - Tamil - For I & II Semesters

Common to all undergraduate courses and FiveYear Integrated postgraduate courses. (2021 - 2022 onwards.)

- ♦ தமிழ் இலக்கிய வரலாறு
- ♦ மொழிப்பயிற்சி

Reference book

- ♦ தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

LEARNING OBJECTIVES:

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal
2. Gain awareness on the importance of literature in addressing contemporary issues such as environmental concerns, gender issues, social problems, thereby giving effective solutions to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and making communication both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such as drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Learn the influence of British rule on Indian society.

Paper –IV Modern Poetry And Introduction To Hindi Literature

(“Aadhunik Kaal”)

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras.

Lessons Prescribed:

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhuni Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla, Jayabharathi Publications, 217, B, Maya Press Road, Allahabad–211 003.
2. Hindi Sahithya Yug Aur Pravritthiya
By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By: Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise SYLLABUS

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh

LEARNING OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason for the emergence of Aadhunika Kaal in Hindi Literature.
3. Knowledge about the literary trends of Aadhunika Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. Prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

French-IV

Subject Code: CLK4W

Title of the Paper: Translation, Comprehension and Grammar-II

LEARNING OBJECTIVES:

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France

2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world , another people , another way of life .
4. Make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita

Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

SYLLABUS

Grammar components:

- ★ Le passé simple
- ★ Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- ★ L'expression de la cause
- ★ L'expression de la conséquence
- ★ L'expression du but
- ★ L'expression de la concession
- ★ L'expression de la condition et de l'hypothèse

LEARNING OUTCOMES:

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - not applicable

Part II – Foundation English courses

Language through Literature- II

Subject Code: LZ14B

LEARNING OBJECTIVES:

1. To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills

2. To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression
3. To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
4. To stimulate interest in acquiring twenty-first century skills
5. To engage in self assessment activities for self- development

SYLLABUS

Unit	Theme	Lessons	Writing Skills
Unit I : History Makers	Vision Mission	1.1 My Experience with ALS by Stephen Hawking 1.2 Vikram Sarabhai by Hariprasad ·	<ul style="list-style-type: none"> ★ Gathering details and information ★ Brainstorming ★ Listing events and experiences ★ Creating mind maps ★ Pre-writing, Writing and Rewriting/Revising ★ Autobiographies and memoirs ★ Biographies
Unit II : Self Help Essay	Introspection Discover	2.1 Attitude by Margaret Atwood 2.2 Creativity by Edward de Bono ·	<ul style="list-style-type: none"> ★ Journal writing ★ Travel writing ★ Preparing checklists and itineraries ★ Writing about social events, festivals, sports ★ Writing about nature and the environment
Unit III : Contempor ary Writing from India	Futuristic Perspectives	3.1 The Future of jobs by Amitabh Kant 3.2 Ambassadors of Culture and Arts by Sudha Murthy	<ul style="list-style-type: none"> ★ Critical and analytical writing ★ Analyzing media reports ★ Writing opinions ★ Writing film reviews ★ Writing appraisals
Unit IV : Regional Poems Indian	Wisdom Introspection Sovereign nation Absolute Truth	4.1 Those who have lost the · Nectar by O N V Kurup Translated from Malayalam by S.	<ul style="list-style-type: none"> ★ Translation ★ Writing acrostic poems ★ Critique/culture study ★ Analysing short stories

Literature in Translation	Friendship	<p>Velayudhan</p> <p>4.2 Some People Laugh, Some People Cry by Sri Srinivasa Rao Translated from Telugu by V. Narayana Rao and A. K. Ramanujam</p> <p>4.3 New Delhi 1985 by Namdeo Dhasal Translated from Marathi by Dilip Chitre Short Stories</p> <p>4.4 The Rogue by Atulananda Goswami Translated from Assamese by the author</p> <p>4.5 The Holy Panchayat by Premchand Translated from Hindi by Reshme Sehgal ·</p>	<p>★ Writing outlines and short stories</p> <p>★ Rewriting/expanding stories</p> <p>★ Writing stories based on pictures</p>
Unit V : Fiction	Globalization Social Justice	The White Tiger by Aravind Adiga	<p>★ Creative writing</p> <p>★ Critical writing</p>

LEARNING OUTCOMES:

After completing the course, the students will be able to

1. improve the ability to gather ideas and information to collaborate and write with clarity and ease
2. attempt different kinds of writing
3. prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
4. critique and analyze various information and write opinions, reviews and appraisals
5. acquire basic skills of translation
6. express understanding of topics/characters/ideas by writing an acrostic poem
7. analyze and critique the unity and diversity in Indian cultures
8. write outlines and stories based on text and picture-based hints
9. rewrite and expand the plot of a story
10. acquire a sensibility to the social and economic divisions that prevail and its consequences

11. enhance the skills of creative and critical thinking that will help them form opinions, make decisions and seek solutions

Textbooks – APERTURE

Part III - Core Courses

Core paper VII: Developmental Psychology - II

Subject code: ST24A

LEARNING OBJECTIVES:

1. To understand the stages in Puberty and adolescence.
2. To infer the characteristics of young Adulthood.
3. To outline the adjustment process related to middle age.
4. To articulate the obstacles, adjustment and characteristics of old age.

Unit I: Puberty

Meaning - Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.

Unit II: Adolescence

Characteristics – Developmental tasks – Physical change – Emotional changes – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

Unit III: Young Adulthood

Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

Unit IV: Middle Age

Characteristics – Developmental tasks – Adjustment to physical changes and mental changes – Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns – Being single – loss of a spouse – Adjustment to approaching retirement – Vocational and Marital Hazards - Adjustment to approaching old age.

Unit V: Old Age

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities -Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.

REFERENCES:

1. Hurlock, E. (1980). Developmental Psychology. New Delhi: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Lifespan Development. McGraw Hill.
3. Berk, L. C. (1996). Child development. Delhi, India: Prentice- Hall of India (Pvt) Ltd.
4. Berndt, T.J. (1997). Child development. Madison, WI: Brown & Benchmark Pub.
5. Papalia, D. E., Olds, S. W. (1994). Child development. New York, NY: Tata McGraw Hill.

WEB RESOURCES:

<https://www.coursera.org/learn/developmental-psychology>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Condense the developmental process of puberty and adolescence.
2. Ascribe the various development processes of young adulthood.
3. Elucidate the developmental tasks of middle age.
4. Recognize problems related to old age.

Core paper VIII: Psychological Assessment

Subject code:

LEARNING OBJECTIVES

1. To enable students to assess personality, aptitude, interest, achievements, attitudes, creativity and stress using paper and pencil tests.
2. To understand the procedures to conduct assessment / research using the paper pencil tests
3. To interpret the questionnaires and score them to find the result for each individual and write a case discussion using the same.

SYLLABUS - Concepts:

1. Personality
2. Aptitude
3. Interest
4. Achievement tests
5. Stress and coping
6. Attitudes and behavior
7. Creativity

A minimum of 10 experiments should be conducted.

At least one experiment from each concept should be chosen

List of Psychological Assessments in the Laboratory
(For Psychological Assessment in Semester IV)

S. No	Name of the assessment	Description
PERSONALITY		
1	Eysenck's Personality Questionnaire (EPQ)	The Eysenck Personality Questionnaire (EPQ) is a three dimensional personality assessment tool that was preceded by an overlapping two-dimensional measure called the Eysenck Personality Inventory (EPI). The EPI was developed by Hans and Sybil Eysenck to measure the two broad dimensions of Extraversion-Introversion* and Neuroticism-Stability.
2	Levenson's locus of control by Sanjay Vohra	Locus of control will be measured by Levenson's locus of control scale modified by Sanjay Vohra in 1992. This 24-item, 5 point Scale, measures three dimensions of locus of control viz. a) Individual Control (i.e. internal), b) Powerful Others (i.e. external) and c) Chance Control (i.e. external)
APTITUDE		
3	David's Battery of Differential abilities (5 th edition)	This battery consists of eight sub-tests: Numerical ability, Verbal ability, Reasoning ability, Spatial ability, Clerical ability, Closure ability, Mechanical ability and Psychomotor abilities.
ACHIEVEMENT		
4	Achievement motive Test by V.P.Bhargava (1994)	This test consists of 50 items of incomplete sentences, which are to be completed by the subjects by putting a check mark on any of three responses. Time is 30

		minutes. Norms are available on 600 college going students from 16 to 22 years.
	INTEREST	
5	Comprehensive Interest Schedule (M) & (F)	It helps us to identify interest in eight vocational areas: Influential-Administrative-Enterprising, Venturous-Defense-Sports, Artistic-Creative-Performing, Scientific-Medical-Technical, Analytical, Expressive, Computational, Social, Humanitarian-Education, Nature and Clerical. This has been standardized on a population aged 15-20 years.
	STRESS AND COPING	
6	Anxiety, Depression, and Stress Scale by Pallavi Bhatnagar	This test has three sub-scales . namely: Anxiety, Depression and Stress. This 48 item scale is developed on the adult population and measures all the factors.
7	V. Punia and P. Devi.. Coping Strategies Scale	This tool helps measure the various coping strategies that people use to overcome difficult situations.
8	Stress Management Scale by V. Kaushik and N A Charpe	This scale measures stress management among the adults of age between 25-35 years, of both the sexes.
	ATTITUDE AND BEHAVIOUR	
9	Attitude towards alcohol and drug usage	This 28-item rating scale measures the attitude of adolescents towards alcohol and drug usage.
	CREATIVITY	
10	Mental Imagery Questionnaire by M. Rajamanickam	This 90-item questionnaire is designed to assess the sensory experiences of individuals. This questionnaire consists of six sub tests (15 items in each sub test) referring to six areas of sensory experiences. They are: i) Visual (ii) Auditory, (iii) Gustatory, (iv) Olfactory, (v) Tactual and (vi) Bodily experiences. This general questionnaire can be used among both students and the adult population.

REFERENCES

1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
4. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.
5. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
6. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

WEB RESOURCES: nptel.ac.in/courses/109/105/105109118/

LEARNING OUTCOMES

After completion of this subject, students will be able to:

1. Assess Personality, Aptitude & Interest and interpret the results
2. Measure and interpret achievement test, stress and coping levels
3. Select appropriate test to measure attitude, behavior & creativity and discuss the results

Part III - Allied Courses

Allied paper IV: Consumer Behavior & Advertising

Subject code: ST34A

LEARNING OBJECTIVES

1. To introduce the field of Consumer Behaviour and marketing concepts.
2. To kindle their interest in various aspects of consumer research – developing, analysing, conducting and reporting consumer research.
3. To identify the consumer behaviour based on their motivation, needs, perceptions and personalities.
4. To explore advertising, its features, goals, functions, types and models.
5. To learn more about brand building, how agencies work, their tools and ethical standards in advertising.

SYLLABUS

Unit I: Consumer Behaviour

Understanding consumer behaviour- field and scope of consumer behaviour, consumer behaviour and the marketing concepts-customer value, satisfaction, trust and retention- impact of new technology on marketing strategies.

Unit II: Consumer Research

An overview of the consumer research process—developing research objectives – collecting secondary data – designing primary research – data analysis and reporting research findings – conducting a research study.

Unit III: Consumer as an Individual

Consumer motivation; motivation as a psychological force – the dynamics of motivation – types and system of needs, consumer perception; Sensory dynamics of perception – elements of perception – consumer imagery; personality and understanding consumer behaviour.

Unit IV: Advertising

Meaning, definition – objectives – basic features of advertising – goals and models, functions– advantages and disadvantages of advertising – types of advertising.

Unit V: Advertising in Brand Building

Institutional framework in advertising; advertising agencies – media selection, tools for measuring advertising effectiveness; new media of advertising, ethical standards in advertising.

REFERENCES

1. Batra Rajeev, Myers.G.J, Aakar. D. A .(1990). *Advertising Management*. New Delhi: Prentice Hall of India Ltd.
2. Saxena.R (2016).*Marketing management*, New Delhi: MCGraw Hill Education (India) Pvt.Ltd.
3. Schiffman,L.G, Kanuk,l.l.(1999). *Consumer Behavior*. New Delhi: Prentice Hall of India Ltd.
4. Pillai.R.S.N, Bagavathi.(2010). *Marketing Management*. New Delhi: S.Chand & company Ltd.

WEB RESOURCES

1. <https://www.edx.org/course/buyer-behaviour-and-analysis>
2. <https://www.coursera.org/courses?query=advertising>
3. <https://www.mooc-list.com/course/market-research-and-consumer-behavior-coursera>
4. <https://www.udemy.com/courses/marketing/advertising/>

LEARNING OUTCOMES

After completion of this subject, the students will be able to:

1. Recognize the field and scope of consumer behaviour and impact of new technology on marketing strategies.
2. Plan and construct the different aspects of research in the field of consumer process.
3. Judge the concepts of motivation and perception on consumer behaviour.
4. Illustrate the features, goals, functions, types and models of advertising.
5. Determine the framework in advertising, role of media in advertising and ethical

standards in advertising.

Part IV - Soft Skills

Subject code:

Computing Skills Level 2 (Practical)

LEARNING OBJECTIVE

The major objective in introducing the course is to impart hands-on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is a basic course offered at two levels exclusively meant for students with no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching. Pre- requisite : Essentials of Microsoft office as given in Level I.

SYLLABUS

Unit 1: Word processing - Auto formatting; Paragraph and character styles – creating , modifying and using styles; Templates – modifying, attaching and controlling; Tables and columns - creating, manipulating and formulating; mail merge; labels- creating

Unit 2: Data Management – MS Access - Introduction, concepts and terms; database and tables- creating, data types, editing fields, renaming, resizing of fields, finding, sorting and displaying of data –printing

Unit 3: Spreadsheets – MS Excel – Worksheets – moving, copying, sorting, inserting of cells, rows, columns; Charts – creating, editing, adding, rotating, printing, deleting and controlling; graphics- creating and placing, drawing lines and shapes; using multiple worksheets ;printing

Unit 4: Presentations – Powerpoint- starting, browsing and saving, creating, editing, formatting of text and paragraphs, inserting tables and charts; Presentation through slides, handouts and printing.

Unit 5: Graphics and Multimedia - Clip art – create and insert; shapes- draw, insert and copy; create a flow Note – Unit 1 -5 are to be taught as practical with hands on experience

References :

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
4. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

Part IV - Environmental Studies

Subject code:

SYLLABUS

Unit 1: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state). Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hotspots India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste Pollution case studies.

Unit 6: Environmental Policies & Practices (8 lectures)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in the Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics : Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems- pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002. Silent Spring, Houghton Mifflin Harcourt.

2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H.1993.Water Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine, R.Edward, and Pandit,M.K 2013.Threats from India's Himalayan dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill, John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd. 12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons. UNIVERSITY OF MADRAS U.G. DEGREE COURSE
12. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
13. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
14. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
15. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
16. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
17. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
18. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
19. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.

SEMESTER V

Part III - Core Courses

Core paper IX: Abnormal Psychology-I

Subject code:

LEARNING OBJECTIVES:

1. To discern the concepts of normal behavior, abnormal behavior and the classification system.
2. To analyze models of abnormality.
3. To distinguish between various neurodevelopmental and neurocognitive disorders based on their clinical features.
4. To subdivide Neurotic disorders.
5. To know the Clinical features of psychosomatic disorders.

SYLLABUS

Unit I: Introduction and Theoretical Perspective

Defining Abnormal Behavior - Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behaviour- Brief note on DSM 5 and ICD 11 classification system.

Unit II: Models of Abnormality

Biological – Psychodynamic – Behaviour – Cognitive – Humanistic - Existential, Interpersonal perspective - Bio-cultural.

Unit III: Neurodevelopmental, Conduct & Neurocognitive Disorders

Intellectual disability: Definition, Clinical types and Causal factor, autism spectrum disorder: Clinical Picture and Causal Factors, Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

Unit IV: Anxiety related Disorders

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders - Phobic Disorder –Post Traumatic Stress Disorder - obsessive compulsive disorder - panic disorders.

Unit V: Somatic Disorder and Dissociative Disorder

Somatic Symptoms and related disorders (SSD): Complex Somatic Symptom Disorder, Illness Anxiety Disorder- Functional Neurological Disorder, Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder –Causal factors and Treatment.

REFERENCES:

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley& Sons Inc.
5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pubg Co
6. Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press.

WEB RESOURCES:

1. <https://www.mooc-list.com> › tags › abnormal-psychology.
2. <https://www.mooc-list.com> › tags › psychological-disorder.

LEARNING OUTCOMES:

After completion of this subject, the students will be able to:

1. Discriminate normal & abnormal behavior and outline the historical background and need for classification.
2. Paraphrase the various models of abnormality.
3. Indicate clinical features and causes of neurodevelopmental disorder, conduct disorder & neurocognitive disorder.
4. Elucidate the clinical features and causal factors of anxiety related disorder.
5. Demarcate the clinical features and causal factors of somatic and dissociative disorder.

Core paper X: Social Psychology-I**Subject code:****LEARNING OBJECTIVES:**

1. To orient the students about the nature, history, principles and scope of social psychology and its research methods.
2. To highlight the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. To explicate the mutual connection between attitude and behaviour.
4. To clarify the various motives behind conformity, compliance and obedience.
5. To enhance their knowledge on the conditions that promote helping behavior and bystander effect.

SYLLABUS**Unit I: Introduction**

Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.

Unit II: The Self

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment; Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on wellbeing - overcoming the effects of stereotype threat.

Unit III: Social Beliefs and Judgements

Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behavior and Attitudes: Conditions When Attitudes Determine Behavior – Conditions When behavior Determines Attitudes- Explaining Why behavior Affects Attitudes, Self-presentation: Impression Management, Self-justification: Cognitive Dissonance- Self-perception: Comparing the theories.

Unit IV: Conformity, Compliance and Obedience

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

Unit V: Helping Behavior

Altruism and prosocial behavior: Theoretical perspectives- Bystander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help– Increasing Helping behavior.

REFERENCES:

1. Myers, D.G. & Twenge, J.M. (2017): *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Pvt. Limited.
3. Myers, D.G. (2002). *Social psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology*. New Delhi, India: Dorling Kindersley (India) Private Limited

WEB RESOURCES:

1. https://www.coursera.org/learn/socialpsychology/?ranMID=40328&ranEAID=*GqSdLGGurk&ranSiteID=.GqSdLGGurk6qQRb9zwbNYuDHfXQHoxgQ&siteID=.GqSdLGGurk6qQRb9zwbNYuDHfXQHoxgQ&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=*GqSdLGGurk
2. <https://www.psywww.com/intropsych/ch15-social/conformity.html>
3. <https://www.psywww.com/intropsych/ch15-social/bystander-apathy.html>
4. <https://www.psywww.com/intropsych/ch15-social/helpful-behavior.html>
5. <https://www.psywww.com/intropsych/ch15-social/persuasion-and-attitude-change.html>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the nature, history, principles and scope of social psychology and methods used in social psychology research.
2. Illustrate the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. Infer the interconnections between attitude and behaviour.
4. Compare the reasons for conformity, compliance and obedience.
5. Summarize the conditions promoting helping behavior and infer conditions of bystander effect.

LEARNING OBJECTIVES:

1. To explain the significance of psychological research and give an overview of the research methods and process.
2. To explicate the importance of formulating a research problem and hypothesis.
3. To list the different types of sampling and the purpose of choosing each of them for data collection.
4. To enhance their knowledge about the different types of research methods and sources of data.
5. To orient the students about writing a research report.

SYLLABUS

Unit I: Research Methodology: An Introduction

Definition- Need and Importance of psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Problems encountered by researchers in India.

Unit II: Research Problem, Hypothesis and Review of Literature

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested - Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review - Sources of Review.

Unit III: Sampling

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling.

Unit IV: Methods of Data Collection

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation - Rating Scale, Secondary data: Sources.

Unit V: Writing a Research Report

Meaning- General purpose of writing a research report-of a research report, Styles of writing a research report- Types of research reports- Precautions in writing research report.

REFERENCES:

1. McBurney, D.H. (2007). Research methods; New Delhi, India: Thomson Wadsworth.
2. Singh, A.K. (2012). Tests, measurements and research methods in behavioral sciences. Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). Essentials of research methods in psychology. New Delhi, India: Tata McGraw-Hill Education Private Limited.
4. Haslam, A.S., & McGarty, C. (2003). Research methods and statistics in psychology. New Delhi, India: Sage Publications.
5. Ramadass, P., & Aruni, W. A. (2009): Research and writing across the disciplines; Chennai, India: MJP Publishers.

WEB RESOURCES:

1. <https://www.classcentral.com/course/swayam-introduction-research>

LEARNING OUTCOMES:

After completion of this subject, the students will be able to:

1. Explain the needs, objectives, importance, problem and process of research based on review of literature.
2. Identifying research problems and formulating hypotheses.
3. Distinguish between the different types of sampling.
4. Examine the methods used in data collection.
5. Demonstrate an understanding of writing a research report.

Core paper XII: Health Psychology

Subject code:

LEARNING OBJECTIVES:

1. To acquaint the students with the definition and scope of Health Psychology.
2. To describe the various models of health behaviour.
3. To delineate the different types of pain, corresponding symptoms and suitable intervention.
4. To provide an elaborate account of the various theories of stress, its sources and coping mechanisms.
5. To suggest strategies for health promotion.

SYLLABUS

Unit I: Introduction to Health Psychology - Health Behaviour

Health psychology: Definition and Need-The biopsychosocial model- Patient Practitioner relationship- Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.

Unit II: Models of Health Behaviour

Changing health habits using theoretical models: Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification

Unit III: Chronic Illness and Pain

Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

Unit IV: Stress and Coping

Stress: definition, dimensions of stress- sources of chronic stress- Theoretical contributions: Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome- Tending and Befriending Model- Coping with stress- Sources of stress.

Unit V: Promoting Health Behaviour

Smoking: Effects of smoking- reasons for smoking, Alcoholism: effects- reasons - Interventions for reducing smoking - changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

REFERENCES:

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology*. Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.
4. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
5. Branmon, L., & Frist, J. (2010). *Introduction to health psychology*; New Delhi, India: Cengage Learning India Pvt Ltd.

WEB RESOURCES:

1. <https://www.mooc-list.com/course/social-context-mental-health-and-illness-coursera>
2. <https://www.mooc-list.com/course/science-health-care-delivery-coursera>
3. <https://www.mooc-list.com/course/understanding-cancer-metastasis-coursera>
4. <https://www.mooc-list.com/course/quality-improvement-healthcare-case-change-futurelearn>
5. <https://www.mooc-list.com/course/implementing-patient-safety-or-quality-improvement-project-patient-safety-v-coursera>
6. <https://www.mooc-list.com/course/instructional-methods-health-professions-education-coursera>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the definition and scope of Health Psychology.
2. Explain the various models of health behaviour.
3. Identify types of pain, symptoms and suitable intervention.
4. Summarize theories of stress, sources of stress and coping.
5. Explain health promoting strategies.

Part III - Elective Courses

Elective I - Sports Psychology

Subject Code:

LEARNING OBJECTIVES

1. To introduce Sports Psychology, its history, current need and importance as well as research methods used in Sports Psychology.
2. To understand the relation between physical activity and mental health, especially in specific areas such as cognitive functioning, anxiety, depression, positive mood and stress reactivity.
3. To describe the nature and measurement of attitude towards sports behavior
4. To have a deeper knowledge on skill acquisition and expertise, the role of nature and nurture, and the existence of super abilities.
5. To orient them on the prevalence, etiology and intervention of alcohol and drug use among athletes.

SYLLABUS

Unit I – Nature and definition of sport psychology

A brief history and development of sport psychology – Research methods used in sports Psychology – Role of sports psychologists – Need and importance of sports psychology.

Unit II - Physical Activity and Mental Health

Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

Unit III - Attitudes to sport

The nature of attitudes -Measuring attitudes - The formation of attitudes to sport -Attitudes to competition - Attitudes to sport and sporting behavior

Unit IV - Skill acquisition and expertise

Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills

Unit V - Alcohol and Drug Use among Athletes: Prevalence, Etiology, and Interventions
Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers drugs – Stimulants – Prevention and treatment

REFERENCES

1. Matt Jarvis (2006). *Sports Psychology –A student's Handbook*, Routledge Publication.
2. D.F.Shaw, T.Gorely & R.M.Corban (2005). *Sports and Exercise Psychology*, BIOS Publisher.
3. Gershon Tenenbaum and Robert C. Eklund .(2007). *Handbook of Sports Psychology* , John Wiley & Sons, Inc.
4. Arnold LeUnes (2011). *Introducing Sports Psychology – A practical Guide*,Icon book Publication.
5. Gangopadhyaya, S.R.(2008). *Sports Psychology*, Publications - New Delhi.
6. Gurbakhsh S. Sandhu (2002). *Psychology in Sports - A Contemporary Approach*, Friends Publishers, New Delhi.

WEB RESOURCES

1. <https://www.classcentral.com/course/independent-sports-psychology-the-winning-mindset-2373->
2. <https://www.olympic.org/news/new-sports-psychology-course-available-on-ioc-athlete-mooc>
3. <https://www.coursera.org/learn/sports-society>

LEARNING OUTCOMES

After completion of this subject, the students will be able to:

1. Recognize the need, importance and research methods in sports psychology
2. Associate physical activity and Mental Health
3. Illustrate the nature, measurement of attitude towards sports behavior
4. Evaluate and group various abilities and skills
5. Explain and analyse the prevalence, etiology and intervention of alcohol and drug use among athletes

Part IV - Value Education

Subject code:

LEARNING OBJECTIVE:

Values are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human beings, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

Unit I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

Unit II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence,

punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Teamwork – Positive and creative thinking.

Unit III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam’s ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

Unit IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

Unit V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

REFERENCES :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Ramakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003

SEMESTER VI

Part III - Core Courses

Core paper XIII: Abnormal Psychology-II

Subject code:

LEARNING OBJECTIVES

Unit I: Mood Disorders

Unipolar mood disorder: Biological - Psychosocial - Socio- cultural Causal factors, Bipolar disorders: Biological – Psychosocial - Socio- cultural Causal Factors – Treatment, Suicide: causes - prevention

Unit II: Schizophrenia and Other Psychotic Disorders

Schizophrenia: Meaning - Clinical features positive symptoms- negative symptoms –Causes – treatment - Subtypes, Other Psychotic Disorders: Causal Factors – Treatment.

Unit III: Personality Disorder

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning Types- causes- treatment, Cluster C disorders: Meaning- types- causes- treatment.

Unit IV: Substance related Disorders

Psychoactive drugs: Meaning – types, Concepts: Substance Abuse- Tolerance- DependenceAddiction - withdrawal symptoms. Addiction Disorders: Alcohol Abuse and Dependence - Drug Abuse and Drug Dependence - Causal factors – Treatment.

Unit V: Prevention and Treatment

Types of prevention - Primary, Secondary and Tertiary Prevention, Psychological approaches to treatment: Psycho dynamic therapy- Behavior therapy- Cognitive and Cognitive Behavioral therapies- Humanistic and Existential therapies- Family and Marital Therapy- Eclecticism and Integration- Indigenous systems: Yoga and Meditation.

REFERENCES:

1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson Publication.

2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.

WEB RESOURCES:

1. Abnormal Psychology made easy – www.udemy.com
2. Introduction to abnormal behavior and clinical psychology – [www.udemy .com](http://www.udemy.com)

LEARNING OUTCOMES:

After completion of this subject, the students will be able to:

1. Explain the causes of unipolar and bipolar disorder and treatment.
2. Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorders.
3. Summarize types, causes and treatment of Personality disorder.
4. Explain the types, causal and treatment of substance related disorder.
5. Identify the different types of prevention and summarize the different models of therapies.

Core paper XIV: Social Psychology-II

Subject code:

LEARNING OBJECTIVES:

1. To present the various theories of persuasion and illustrate the factors in resisting persuasion.
2. To relate the influence of various group behaviors to individual performance.
3. To discuss the nature, sources and consequences of prejudice and exemplify the methods to offset the effects of prejudice.

4. To elucidate the theories of aggression and strategies to regulate aggression.
5. To examine the underlying forces of intimate relationships concerning internal and external sources of attraction.

SYLLABUS

Unit I: Persuasion

Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.

Unit II: Group Influence

Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing groupthink, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.

Unit III: Prejudice

Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice Discrimination prejudice in action- Techniques for countering the effects of prejudice.

Unit IV: Aggression

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.

Unit V: Liking, Love and Other Close Relationships

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.

REFERENCES:

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. New York, NY: McGraw – Hill Education.

2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Private Limited.
3. Myers, D.G. (2002). *Social Psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social Psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi, India: Dorling Kindersley (India) Private Ltd.

WEB RESOURCES:

1. https://www.sagepub.com/sites/default/files/upm-binaries/4985_Dainton_Chapter_5.pdf
2. <https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf>
3. https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0132824892.pdf
4. <https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf>
5. https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf
6. <https://www.coursera.org/learn/social-psychology>
7. <https://nptel.ac.in/courses/109/104/109104048/>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the theories of persuasion and illustrate the factors in resisting persuasion.
2. Determine the influence of various group behaviors in relation to individual's Performance.
3. Outline the nature, sources and consequences of prejudice and illustrate methods to counteract effects of prejudice.
4. Summarize the theories of aggression and strategies to regulate aggression.
5. Identify the dynamics of intimate relationships in relation to internal and external sources of attraction.

Core paper XV: Introduction to Theories of Personality

Subject code:

LEARNING OBJECTIVES:

1. To orient the students to the concept, assessment, measurement and research methods of Personality.

2. To compare and contrast the various psychoanalytic perspectives of Personality.
3. To describe the life span and trait perspective of Personality.
4. To apprise them about the existential humanistic perspective of Personality.
5. To differentiate the Behavioural, Cognitive and Social perspectives of personality.

Unit I: Concept, Assessment, Measurement and Research Methods

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioural Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

Unit II: Psychoanalytic Theories

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

Unit III: Lifespan and Trait Perspectives of Personality

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System

Unit IV: Existential-Humanistic Perspectives of Personality

Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

Unit V: Behavioral, Cognitive and Social Perspective of Personality

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

REFERENCES:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P.D., Schultz, S.E., & Schultz, S. (2012). *Theories of personality*, Delhi, India: Cengage Learning.
3. Friedman, H.S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research*, Boston, MA: Pearson/Allyn and Bacon.

4. Larsen, R.J., & Buss, D.M. (2018). *Personality psychology: Domains of knowledge about human nature*, Boston, MA: McGraw-Hill.

5. Rao, K., Paranjpe, A.C., & Dalal, A.K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

WEB RESOURCES:

1. Personality development – course – Swayam

https://swayam.gov.in/nd2_cec19_mg36/preview

2. Psychology of Development and Learning – Course – Swayam

https://swayam.gov.in/nd2_cec20_ed01

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Explain the concept, assessment, measurement and research methods of Personality.
2. Outline the various psychoanalytic perspectives of Personality.
3. Summarize the life span and trait perspective of Personality.
4. Outline the existential humanistic perspective of Personality.
5. Explain Behavioural, Cognitive and Social perspectives of personality.

Part III - Elective Courses

Elective II - Guidance and Counselling Psychology

Subject Code:

LEARNING OBJECTIVES:

1. To highlight the need and importance of counselling in the current context.
2. To familiarize the students with the various approaches in counselling and elaborate on the types, uses & diagnosis in the counselling process.
3. To demonstrate the interpretation of psychological tests in counselling.
4. To specify the qualities of an effective counsellor.
5. To acquaint them with the special areas of counselling.
6. To state the ethical guidelines laid down by the American Psychological Association and define the role of a counsellor in promoting good Mental Health.

Unit I: Nature and Scope of Guidance and Counselling

Counselling and Guidance: Meaning- Nature - Need and Functions of Guidance and Counselling
- Emergence of Guidance and Counselling in India - Goals and Scope of Guidance and Counselling
- Types of Counselling Services.

Unit II: Approaches to Counselling and the Counselling Process

Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, Counselling Process: Preparation for counselling, Steps in the counselling process.

Unit III: Psychological Testing and Diagnosis

Use of psychological tests in guidance and counselling - Types of psychological tests - Nature of a good psychological test - Test interpretation in counselling - Limitations of psychological tests - Diagnosis and its limitations.

Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities

Qualities of an effective counsellor, Counsellor Skills: Building Trust- Listening – Attending – Observing - Building Rapport - Demonstrating Empathy, Ethics in counselling.

Unit V: Special Areas in Counselling

Family group consultation - Counselling Families Concerning Children - Counselling with Parents - Counselling the Delinquent - Marriage Counselling - Premarital Counselling - Counselling the Handicapped - Career Counselling - Adolescent Counselling- Role of Counsellor in fostering Good Mental Health.

REFERENCES:

1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R.L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Prentice Hall.
4. Nayak, A.K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
5. Barki, B.G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
6. Kochhar, S.K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.

WEB RESOURCES:

1. <https://nptel.ac.in/courses/109/107/109107155/>
2. <https://youtu.be/lo4DPYYQrGc>
3. <https://www.mooc-list.com/course/counseling-and-psychotherapy-theory-edx>

4. <https://swayam.gov.in/search? Keyword=Counselling%20Psychology>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Identify the need and importance of counselling in the current context.
2. Explain the various approaches in counselling and the types, uses & diagnosis in the counselling process.
3. Summarize the interpretation of psychological tests in counseling.
4. List the qualities of an effective counsellor.
5. Identify the special areas of counselling.
6. Spell out the ethical guidelines laid down by the American Psychological Association and the role of counsellor in promoting good Mental Health.

Elective III - Human and Resource Management

Subject Code:

LEARNING OBJECTIVES:

1. To introduce the basic concepts of human resource management.
2. To enable the students to comprehend the need for job analysis in relation to Human Resource Planning and Recruiting.
3. To apprise them of the strategies for Training Needs Analysis and employee development.
4. To acquaint them with the various techniques adopted in performance appraisal.
5. To deepen their understanding about how stress management, conflict management and employee empowerment aid in boosting employee motivation.

Unit I: Introduction to Human Resource Management (HRM)

The concept of human resource management and its importance, The trends shaping human resource management – Globalization and Competition trends, Indebtedness and deregulation, Technological trends, Trends in the nature of work, Workforce and demographic trends, Economic challenges and trends. Important trends in human resource management – The new human resource managers, HRM in India, Strategic human resource management, High-performance work systems, Evidence-based human resource management, Managing ethics, HR qualifications

Unit II: Job Analysis and Human Resource Planning and Recruiting

The basics of job analysis, Job analysis in a worker empowered world, The recruitment and selection process, Planning and forecasting, The need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse workforce

Unit III: Training and Developing Employees

Introduction to orienting and training employees, Analysing training needs and designing the program, Implementing training programs, Implementing Management Development programs, Managing organizational change programs, Evaluating the training effort

Unit IV: Performance Management and Appraisal

Basic concepts in performance management and appraisal, Techniques for appraising performance, dealing with performance appraisal problems, appraisal interview, performance management.

Unit V: Employee Motivation

Stress management in organization, Conflict management in organisation, Providing incentives, empowerment of employees, attention to women related issues.

REFERENCES:

1. Dessler, G., & Varkkey, B. (2011). *Human Resource Management*. Dorling Kindersley\ (India) Pvt. Ltd: New Delhi.
2. Aswathappa, K. (2012). *Human Resource Management – Text and Cases*. Tata McGraw Hill: New Delhi
3. Cascio, W.F., & Nambudiri, R. (2010). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

WEB RESOURCES:

1. <https://www.coursera.org/learn/ai-for-everyone>
2. <https://www.coursera.org/learn/the-science-of-well-being>
3. <https://www.classcentral.com/course/introduction-to-engagement-and-motivation-atwork-13193>
4. <https://www.classcentral.com/course/managing-people-motivation-12718>
5. <https://www.udemy.com/courses/personal-development/>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the basic concepts of human resource management.
2. Relate the need for job analysis in relation to Human Resource Planning and Recruiting.
3. List strategies for analysing training needs and developing employees.
4. Explain the techniques of performance appraisal.

5. Spell out how stress management, conflict management and employee empowerment help in employee motivation

INTERNAL ASSESSMENT

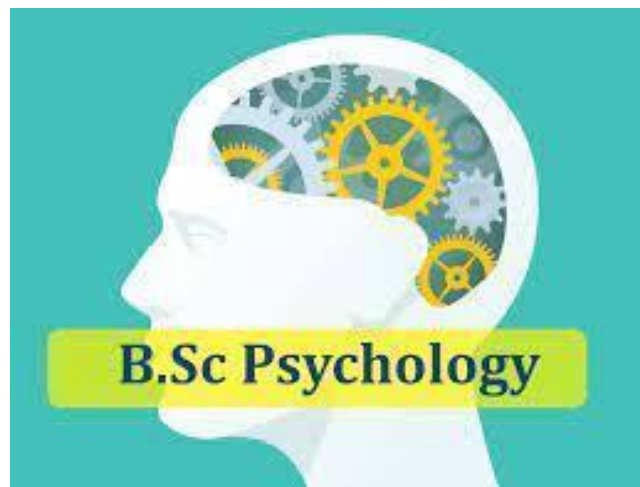
Total - 25 Marks

Mode of assessment	Computation of marks
CIA I – 25 Marks (Continuous Internal Assessment – Written test in 1 or 2 units in the paper)	Average of the 2 CIAs, converted into 10 marks.
CIA II – 25 Marks	
3 – 4 written assignments on topics in the subject	Total of marks obtained in the assignments, converted into 5 marks
1 seminar on topics in the subject (presentation may be individually assigned or as group work) Please note: Seminars may be replaced by other modes of assessment such as Quiz, Debate & Group Discussion	Marks obtained in seminar, converted into 5 marks
Attendance – 5 Marks	5 marks
TOTAL	25 marks

Applies to all Major, Allied and Elective papers.

 **ALL THE BEST** 

ANNA ADARSH COLLEGE FOR WOMEN
COURSE HANDOUT – 2022-23
DEPARTMENT OF PSYCHOLOGY



R. Shanthy

Principal

Malathi

Head of the Department

FACULTY MEMBERS

SHIFT II

Ms. Padmalakshmi D

Ms. Archana

Ms. Sanju T

PREAMBLE

What makes some people jump for joy when they win a lottery, while other people burst into tears? How does someone have such a phenomenal memory that he can reel off 1000 lines of poetry? Where does cyber-bullying originate? When does a child stop believing in fairy tales? How does a person choose to buy a car or a motorcycle? Is the mind of a Ramanujam, a Bill Gates or a Mother Teresa different from more ordinary mortals? Do dreams have meaning? It is fascinating to observe and understand “the why” of these behaviors.

What makes human beings human? How are we able to think, feel and express ourselves? Why do we dream in our sleep and what is the significance of our dreams? How we are able to conceptualize thoughts and why we feel the way we feel and act the way we act? The curiosity about the human mind and its inner dynamics is a sign you might be interested in studying Psychology. Psychology is a study of human behaviour, thoughts and emotions that influence such behaviour. It facilitates the shaping and moulding of the inner self and also dealing with the development of personality inside out, thus making the person an effective human being.

There is an increasing demand for Psychologists in different areas such as Schools, Colleges, Hospitals and Clinical settings, Industries and Organisations, Forensics, Defence, NGOs and Media field.

The graduate programme in Psychology offers a perfect blend of subjects of both fundamental and applied subjects such as General Psychology, Biological Psychology, Developmental Psychology, Theories of Personality, Statistics in Psychology, Health Psychology, Experimental Psychology, Abnormal Psychology, Social Psychology, Research Methodology, Guidance and Counselling, Cyber psychology, Sports psychology and many more. It prepares a student to diversify further into any course of choice in the field of psychology or its related fields for higher education or practice. This programme offers unique opportunities to understand one's own self and others and in addition to enhance one's ability, to improve skills and competencies to bring out the inner potential.

PROGRAMME LEARNING OUTCOME

- (i) Nature and Extent of the Programme: The Bachelor of Science in Psychology is a 3-year degree full time course introducing students to various facets in Psychology. This program in Psychology will help students in demonstrating the acquisition of both factual knowledge and the ability to conceptualize and apply this knowledge to their own behaviour, to ways of interacting with others, and to their roles in the society. Students will understand and be able to apply principles of the scientific method and critical thinking. Psychologists contribute to the society's well-being by helping people understand their behaviours, emotions and managing them to lead a

better lifestyle. The contribution of psychologists is present at every aspect of human life.

- (ii) **Aim of the Programme:** The program aims to impart fundamental knowledge in Psychology in order to understand one's own self and relate with others; enabling students to acquire professional and personal skills of living. Following the course of the program, students will be enabled to become professional psychologists and are prepared to be resilient and meet the challenges of life. The program further aims to create good citizenship qualities and be socially responsible individuals. Having personal integrity and understanding human values, they will be able to excel in their place of work. Further, it helps prepare the students to take professional careers in Psychology and opens avenues to branch out to specialization in different areas of Psychology. The student will have better prospects when applying for the civil service examination.
- (iii) **Graduate attributes:** After completing the B.Sc Psychology course, students will be trained to inculcate the following attributes indicating a professional outlook to their discipline: 1. Disciplinary Knowledge 2. Interpersonal skills and understanding 3. Analytical and logical reasoning 4. Psychological assessment and report writing. The subject focuses on reaching the young minds to understand and know themselves better. It paves the way to have an insight into the fundamental concepts of the mind and various schools of thought in understanding human behaviour. Knowledge of the concepts of Psychology and its branches are useful for applying in real life. Further, the students learn the practice of psychological assessment using the experimental method. The Domain includes appreciation of ethical principles of professional practices in human services. The subject serves as a catalyst and a facilitating platform to enhance human skills.

PROGRAMME SPECIFIC OUTCOME (PSO)

At the end of three years, the students will be able to:

PSO 1: Acquire a strong theoretical foundation in the basics of psychology.

PSO 2: Develop skills of scientific enquiry, critical thinking and problem solving, and the ability to plan, design and conduct research.

PSO 3: Understand the various specializations of psychology and their roles.

PSO 4: Extend the acquired knowledge base, skills and techniques to professional setting

PSO 5: Discover one's own pattern of thought and emotion and enrich their own mental wellbeing.

COURSE STRUCTURE:**FIRST SEMESTER**

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – I	6	3	25	75	100
Part-II	Communicative English I	3	3	50	50	100
Part-III	General Psychology-I	5	4	25	75	100
	Biological Psychology-I	6	4	25	75	100
	Introduction to Indian Psychology	6	5	25	75	100
Part-IV	Basic Tamil/Adv. Tamil/NME*	-	2	25	75	100
	English for Arts and Social Sciences I	4	4	50	50	100

SECOND SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – III	6	3	25	75	100
Part-II	Communicative English II	3	3	50	50	100
Part-III	General Psychology-II	5	4	25	75	100
	Biological Psychology-II	6	4	25	75	100
	Introduction to Community Psychology	6	5	25	75	100
Part-IV	Basic Tamil/Adv. Tamil/NME*	-	2	25	75	100
	English for Arts and Social Sciences II	4	4	50	50	100

THIRD SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – IV	6	3	25	75	100
Part-II	Language Through Literature II	6	3	50	50	100
Part-III	Developmental Psychology-II	5	4	25	75	100

	Experimental Psychology	6	4	40	60	100
	Statistics in Psychology	5	5	25	75	100
Part-IV	Environmental Studies	1	Examination will be held in Semester IV			
	Soft Skills	-	3	50	50	100

FOURTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-I	Language Paper – II	6	3	25	75	100
Part-II	Language Through Literature I	6	3	50	50	100
Part-III	Developmental Psychology-I	5	4	25	75	100
	Psychological Assessment	6	4	40	60	100
	Consumer Behaviour and Advertising	5	5	25	75	100
Part-IV	Environmental Studies	1	2	25	75	100
	Soft Skills	-	3	50	50	100

FIFTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
Part-III	Abnormal Psychology-I	6	4	25	75	100
	Social Psychology-I	6	4	25	75	100
	Introduction to Research Methodology	6	4	25	75	100
	Health Psychology	6	4	25	75	100
	Sports Psychology	5	5	25	75	100
Part-IV	Value Education	1	2	25	75	100

SIXTH SEMESTER

Course Content	Name of the Course	Instrl. Hours	Credits	Int. marks	Ext. marks	Total
	Abnormal Psychology-II	6	4	25	75	100

Part-III	Social Psychology-II	6	4	25	75	100
	Introduction to Theories of Personality	6	4	25	75	100
	Guidance and Counselling Psychology	6	5	25	75	100
	Human Resource Management	6	5	25	75	100
Part-IV	Extension Activities	-	1	-	-	-

SEMESTER I

Part I - Foundation Course - Tamil & other Languages

பொதுத்தமிழ் - I

Subject Code: LA11A

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீனகாலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக்கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.
- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சில பாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்.
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரியவைத்தல்.
- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.

- தமிழ்மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு
- III. மொழிப்பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப் பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல்நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம் பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப் பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம்
- அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச் சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்

2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச் செல்வன் - வெயிலோடு போய்
4. தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
5. அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1. இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக்கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு -6

மொழிப்பயிற்சி

1. வாக்கிய வகை (தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படு பொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகர வரிசைப்படுத்துதல்

கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின்வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப் பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழி வளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப் பயிற்சி உதவுகிறது.

- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித் தேர்வுகளை எதிர்கொள்ளுவதற்குரியவகையில் இலக்கிய வரலாற்றுப் பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை

பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

(Foundation Course Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

தாள் -I - செய்யுள்திரட்டு

- ❖ நாற்காலிக்காரர் - நா.முத்துசாமி
- ❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை
- ❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Hindi -I

Subject Code: CLE1E

LEARNING OBJECTIVES

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

SYLLABUS

Paper–I-Prose, Functional Hindi & Letter Writing

I. Prose (Detailed Study)

:HINDI GADHYAMALA

Ed.by Dr .Syed Rahamathulla

Poornima Prakashan, 4/7, Begum III Street

Royapettah, Chennai – 14.

Lessons Prescribed:

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavonsen
4. Paramanu Urja evam Khadya Padarth Sanrakshan
5. You gyata aur Vyavsay ka Chunav.

II. Functional Hindi & Letter Writing

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

III General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book/Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

IV Official Correspondence:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

REFERENCES

1. Karyalayeen Tippaniya:
Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi: Dr.Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai– 14.

Unit wise Syllabus

Unit-I

1. Sabhyataka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

Unit-II

1. Mitrata
2. Letters to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

Unit-III

1. Yuvavon Se
2. Application forWithdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

Unit-IV

1. Parmanu Urja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book/ChequeLeaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

Unit-V

1. You Gyata Aur Vyavsay Ka Chunav
2. Complaints
3. Ordering for Books

4. Notification
5. Official Noting Hindi to English (25 words)

Unit-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

LEARNING OUTCOMES

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture
4. Knowledge about the importance of human values

French-I

Subject Code: CLK1S

LEARNING OBJECTIVES:

In teaching French we aim to:

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France.
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French.
3. Discover another world, another people, another way of life - make them more accepting of people who differ from them.

SYLLABUS:

Unité - I : Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité - II : Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité - III : J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité - IV : Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité - V : On se voit quand ?

Proposer, accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité - VI : Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

LEARNING OUTCOMES:

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Prescribed textbook:

- Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only)

Part II – Foundation English courses

Communicative English – I

Subject Code: LZ11A

LEARNING OBJECTIVES:

1. To hone the basic communication of students and prepare them for career challenges.
2. To train students on effective listening.
3. Trained to better express themselves through the right choice of words for formal and informal writing and speaking.
4. To nurture and develop efficient reading by introducing them to reading techniques.
5. To break the barriers of public speaking and build confidence to face the audience/people.

SYLLABUS

Unit I (20 hours)

1. Listening and Speaking
 - a. Introducing self and others
 - b. Listening for specific information
 - c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing
 - a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - b. Reading aloud: Reading an article/report
 - c. Journal (Diary) Writing
3. Study Skills - 1
 - a. Using dictionaries, encyclopaedias, thesaurus
4. Grammar in Context: Naming and Describing
 - ✓ Nouns & Pronouns
 - ✓ Adjectives

Unit II (20 hours)

1. Listening and Speaking
 - a. Listening with a Purpose
 - b. Effective Listening
 - c. Tonal Variation
 - d. Listening for Information
 - e. Asking for Information
 - f. Giving Information
2. Reading and Writing
 1. a. Strategies of Reading: Skimming and Scanning
 - b. Types of Reading: Extensive and Intensive Reading
 - c. Reading a prose passage
 - d. Reading a poem
 - e. Reading a short story
2. Paragraphs: Structure and Types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connections between Ideas: Using Transitional words and expressions
 - g. Types of Paragraphs
3. Study Skills II: Using the Internet as a Resource
 - a. Online search
 - b. Know the keyword
 - c. Refine your search
 - d. Guidelines for using the Resources

- e. e-learning resources of Government of India
- f. Terms to know
- 4. Grammar in Context
- Involving Action-I
 - a. Verbs
 - b. Concord

Unit III (16 hours)

- 1. Listening and Speaking
 - a. Giving and following instructions
 - b. Asking for and giving directions
 - c. Continuing discussions with connecting ideas
- 2. Reading and writing
 - a. Reading feature articles (from newspapers and magazines)
 - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
 - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
- 3. Grammar in Context:
Involving Action – II
 - Verbals - Gerund, Participle, Infinitive
 - Modals

Unit IV (16 hours)

- 1. Listening and Speaking
 - a. Giving and responding to opinions
- 2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
- 3. Grammar in Context: Tense
 - Present
 - Past
 - Future

Unit V (18 hours)

- 1. Listening and Speaking
 - a. Participating in a Group Discussion
- 2. Reading and writing
 - a. Reading diagrammatic information – interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
- 3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

Recommended Book: Communicative English by Tamilnadu State Council for Higher Education (TANSCHÉ)

LEARNING OUTCOMES

1. Students show progress in their ability to focus and effectively interpret other's speech.
2. Significant improvement in efficient reading- both in academic and pleasure reading.
3. Trained to better express themselves in different scenarios of formal and informal writing and speaking.
4. Exhibit improved oral and aural skills through in-class activities and assignments.

Part III - Core Courses

Core paper I: General Psychology - I

Subject code: ST21A

LEARNING OBJECTIVES

1. To introduce the subject to the students by outlining its origin and evolution as a science, the various sub-fields and its expanding scope.
2. To describe the process of functioning of all the human senses and the basis of perception & attention.
3. To substantiate the states of consciousness with corresponding theories, the various stages of sleep & dreams.
4. To throw light on the various forms of learning and the process of conditioning that can be used to modify behaviour.
5. To enable their understanding about how we form and retrieve memories.

SYLLABUS

Unit – I Introduction and Methods:

What is Psychology? Definition –Goals –What is not psychology? Pseudo psychology. The History of Psychology –Schools -Modern Perspectives –Psychology in India –Psychology: The Science –Methods: Introspection –Observation –Survey –Experiment –Case Study –Correlation Research –Scope of Psychology: Branches of basic Psychology –Branches of applied Psychology

Unit – II Sensation & Perception:

Sensation: Meaning –Psychophysics -Thresholds –Weber's Law –Adaptation –Basic sensation: Vision –Hearing –Touch and other Skin senses –Olfaction-Gustation -Proprioception: Kinesthetic sense –Vestibular sense –Perception: Meaning–Organizing principles of perception

–Constancies-Pattern perception, Distance perception-Errors in Perception -Illusion –Types; Hallucinations –Types; Extra Sensory Perception. -Factors that influence perception –Depth perception Attention: Meaning –Types –Determinants

Unit – III Consciousness:

States of Consciousness: Consciousness –Definition –Two Major Types –Natural State of Consciousness: Biological Rhythms –Circadian Rhythms; Waking States of Consciousness–Sleep –Functions –Stages –Sleep Disorders–Dream –Theories. Altered States of Consciousness: meaning –Hypnosis –Use of Drugs –Meditation –Other Altered States. Sensory deprivation: Near death Experience-Lucid dreaming.

Unit – IV Learning:

Learning: Definition –Nature-Association Learning: Classical Conditioning –Basic Principles; Operant Conditioning –Basic Principles –Reinforcement –Types –Punishment –Types. Schedules of Reinforcement –Shaping –Learned Helplessness; Similarities and Differences between Classical Conditioning and Operant Conditioning. Social and Cognitive Learning: Latent Learning –Insight Learning –Observational Learning.

Unit – V Memory:

Memory: Definition –Memory Process: Encoding –Storage –Retrieval –The information processing model –Sensory memory –Short term memory –Long term memory –Forgetting: Meaning –Forgetting curve-Theories of forgetting -Causes –Memory and Brain –Improving memory.

LEARNING OUTCOMES

After completion of this subject, students will be able to:

1. Describe the nature, scope, methods and various fields of Psychology.
2. Explain the fundamental processes underlying human behaviour such as sensation, perception and attention.
3. Comprehend the nature of consciousness and the underlying theoretical interpretations and describe the various stages of sleep & dreams.
4. Give a comparative account of the nature, principles and the various theories of learning.
5. Understand and associate the various functions and memory processes involved in memory and forgetting.

REFERENCES

1. Cicarelli, K.S., Meyer, E.G. & Misra, G. (2008). *General psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

2. Baron, R.A. (2010). *Psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

WEB RESOURCES:

1. Psychology of Everyday

<https://nptel.ac.in/courses/109/104/109104151/>

2. Introduction to Psychology

<https://nptel.ac.in/courses/109104105/>

3. Introduction to Psychology

<https://www.coursera.org/learn/introduction-psych>

4. Understanding Memory: Explaining the Psychology of Memory

[https://www.coursera.org/learn/memory and
movies?utm_source=google&utm_medium=seo&utm_campaign=searchapp&
utm_content=CourseraContent](https://www.coursera.org/learn/memory-and-movies?utm_source=google&utm_medium=seo&utm_campaign=searchapp&utm_content=CourseraContent)

Core paper II: Biological Psychology - I

Subject code: ST21B

LEARNING OBJECTIVES

1. To introduce the biological basis of behaviour by explaining the viewpoints and approaches by correlating brain anatomy with behavior.
2. To explain the structure of the basic unit of the nervous system - the neuron.
3. To understand how neurons communicate with each other through the process of synapsis
4. To identify the divisions of the nervous system, its chief structure and functions
5. To classify the role of Endocrine glands and Hormones in influencing Human Behaviour

SYLLABUS

Unit I: Biological Foundations of Behaviour

Introduction: Meaning of Biological Psychology- Viewpoints to explore Biology of Behaviour – Approaches that relate brain and behaviour – Levels of analysis - Correlating brain anatomy with behaviour - Recording brain activity - Effects of brain damage - Effects of brain stimulation

Unit II: Neurons- Basic Unit of Nervous System

Basic features of the Nervous System: An overview, Meninges, Ventricular system and production of cerebrospinal fluid. Cells of the Nervous System: Neurons, Supporting cells, the blood-brain barrier – Neural Communication: An overview, measuring electrical potentials of axons. The Membrane Potential: Balance of two forces, The Action Potential, Conduction of the action potential.

Unit III: Communication between Neurons–Synaptic Transmissions

Communication between Neurons: Structure of synapses, Neurotransmitter: meaning types, Release of the Neurotransmitter: Activation of receptors- Postsynaptic potentials Termination of postsynaptic potentials.

Unit IV: Structure & Divisions of the Nervous System

Nervous System: Development of the central nervous system, Brain: The forebrain, The hind brain, midbrain & forebrain, Division of Nervous System: Central Nervous System, The Peripheral Nervous System- Spinal nerves, Cranial nerves, The Autonomic Nervous system – Sympathetic and Parasympathetic.

Unit V: Hormones and The Brain

Hormonal actions- General principles of hormonal actions, Hormonal action on cellular mechanisms- Hormonal influence on growth and activity, Feedback control mechanisms in regulating secretion of hormones, Endocrine glands and its specific hormones: Pituitary Pineal- Thyroid- Parathyroid-Pancreas- Adrenal- Gonads

REFERENCES

1. Carlson, N.R. (2007). *Foundations of physiological psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
2. Kalat, J.W. (2011). *Biopsychology*. Delhi, India: Cengage Learning India Private Limited.
3. Pinel, J. (2007). *Biopsychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.

4. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

1. Brain anatomy- Learn biopsychology Science quickly and easily – www.udemy.com
2. Medical neuroscience- www.udemy.com
3. Synapses, neurons and brains- www.udemy.com

LEARNING OUTCOMES:

After completion of this subject, the student will be able to:

1. Demonstrate an understanding about various research methods and perspectives of Biopsychology and compare the reciprocal relationship between brain and behavior.
2. Illustrate the anatomy and explain the functions of the neural cell.
3. Demonstrate how neurons communicate with each other
4. Compare and contrast the divisions of the nervous system, its chief structure and functions
5. Classify and explain the role of Endocrine glands and Hormones in influencing Human Behaviour.

Part III - Allied Courses

Allied paper I: Introduction to Indian Psychology

Subject code: ST32A

LEARNING OBJECTIVES

1. To introduce the students to the origins and roots of Psychology that has stemmed from Indian Sub-Continents.
2. To illustrate various perspectives such as Upanishads, Nyaya, Advaita Vedantam, Vaisaseka, Mimamsa, Visista Advaita on Personality, Perception, Functions of mind and States of consciousness.
3. To orient them to the concepts of Yoga, its application in management of Psychiatric disorders and for self-development.

4. To acquaint students with diverse religious schools of thoughts such as Buddhism, Jainism, Sufism and its view on the concept of Mind.
5. To enrich their knowledge on Practical applications of Indian Psychology.

SYLLABUS

Unit – I Introduction to Indian Psychology:

Nature of Indian Psychology, Fundamental assumptions of Indian Psychology, Mind-body complex, Psychology: Eastern and Western Approach

Unit – II Concepts of Indian Psychology:

Upanishads – states of consciousness, factors of personality, mental functions, higher mental powers and Yoga. Nyaya – concept of personality, psychology of perception, states of consciousness, Vaisasesika – theory of consciousness, factors of personality, theory of perception. Mimamsa – factors of personality, psychophysical system, cognition, perception. Advaita Vedantam – Human personality, psychophysical apparatus, states of consciousness, functions of mind, Visista Advaita – Nature of consciousness, factors of personality, functions of mind.

Unit – III Yoga Psychology:

States of consciousness, factors of personality, functions of mind, path of yoga, super conscious state, Integral yoga – gunas of prakriti, self-ego and individuality, Manifold being-surface being, inner being, the outer being.

Unit – IV Psychology of Buddhism, Jainism and Sufi:

Buddhism – factors of personality, levels of consciousness, functioning of mind. Jainism – nature of consciousness – cognition, sense organs, non-verbal comprehension, verbal comprehension, extra sensory perception, affection, conation, mental activity. Sufi – Historical background and aim, basic concepts: spirit, views of the self and soul, sufism and the integration of man, Metaphysical concepts: attributes of God, freedom of will, beliefs and action, reason and revelation.

Unit – V Applying Indian Psychology:

Counselling and therapy – vipassana and mindfulness, Hathayaoga based therapies: The Gita as guide. Education – Gandhi's Nai Talim, Satyagraha- psychospiritual tool for conflict resolution: Tagore's system of education; Sri Aurobindo's integral education. Organizational behavior and community work – Gita-based approaches to Organizational behaviour. Life and Education – The Thirukkural approach.

REFERENCES:

1. Safaya, R. (1975). Indian Psychology. New Delhi: Munshiram Manoharlal Publishers

2. Dalal, A.S. (Ed.) (2011). A greater psychology: An introduction to the psychological thought of Sri Aurobindo. New York: Penguin Putnam Inc.
3. Rao, K.R. & Paranjpe, A.C. (2016). Psychology in the Indian tradition: New Delhi: India: Springer Pvt. Ltd.
4. Kuppaswamy, B. (1990). Elements of ancient Indian psychology. Delhi: Konark Publishers PVT Ltd.

WEB RESOURCES:

1. Soul Beliefs: Causes and Consequences – www.coursera.org
2. Psychology 101: Why we think, Feel & Act the way we do – Udemy.co

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Define the fundamental concept of Indian Psychology in comparison with Western Psychology concepts.
2. Classify various concepts of Indian Psychology on Personality and states of consciousness through Upanishads, Nyaya, Advaita Vedantam etc.
3. Interpret the ideas of Yoga and apply the knowledge for self-development.
4. Discriminate various religious schools of thought in explaining the concept of Mind.
5. Practically implement the concept of Indian psychology in various fields like counselling, education, organizational behaviour etc.

Part IV - Basic Tamil/Advanced Tamil

அடிப்படைத் தமிழ் - முதல் பருவம்

Subject code: NLT1C

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம்அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணைபுரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ்மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ்மொழியின் சொல்வகை, தொடரமைப்பு, தமிழில் எண்ணுப் பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ளவைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம்

அலகு - 1

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய்எழுத்து , 3. உயிர்மெய் எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல், 2. வினைச்சொல், 3. இடைச்சொல், 4. உரிச்சொல்

அலகு - 3

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப்பொருள்

அலகு - 4

பிழைநீக்கம்

1. ஒற்றுப்பிழை, 2. எழுத்துப்பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப்பெயர்கள், வாழ்இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவுமுறைகள் -சுவை -காய்கள் -பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Learning Outcomes)

இந்தப் பாடத்தினால்

1. வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேசமுடியும்.

2. தமிழ்மொழியிலுள்ள சிறுசிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும்.
3. தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய்வருதல்.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

சிறப்புத்தமிழ் - முதல் பருவம்

Subject code: TLT1C

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ்மொழியை முழுமையாக அறிந்துகொள்ளாத கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும்நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப்பயிற்சி

பாடத்திட்டம்

அலகு - 1

நாட்டுப்புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு - 2

புனைகதை

1.”கட்டைவிரல்”-சி.என்.அண்ணாதுரை

அலகு - 3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள் - அப்துல் ரகுமான்

அலகு - 4

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள்

இப்பாடத்தைப் படிப்பதால் தமிழ்மொழியின் இலக்கிய இன்பம், சொல்வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

NME Courses - HTML Theory

Subject code: SE51C

LEARNING OBJECTIVE

This course introduces to the tags used in HTML

SYLLABUS

Unit I:

Introduction: Web Basics: What is Internet – Web browsers – What is Web page – HTML Basics: Understanding tags.

Unit II:

Tags for Document structure (HTML, Head and Body Tag). Block level text elements: Headings paragraph (tag) – Font style elements: (bold, italic, font, small, strong, strike, big tags)

Unit III:

Lists: Types of lists: Ordered, Unordered – Nesting Lists – Other tags: Marquee, HR, BR- Using Images – Creating Hyperlinks.

Unit IV:

Tables: Creating basic Table, Table elements, Caption – Table and cell alignment – Rowspan, Colspan – Cell padding.

Unit V:

Frames: Frameset – Targeted Links – No frame – Forms : Input, Textarea, Select, Option.

Recommended Texts: 1. Laura Lemay, “HTML Complete Reference, Teach Yourself Web Publishing with HTML”.

REFERENCES:

1. E Stephen Mack, Janan Platt , “HTML”.

WEB REFERENCE:

NPTEL & MOOC courses titled HTML. -<https://www.codecademy.com/learn/learn-html>

LEARNING OUTCOMES

1. To use Knowledge of HTML and the basic tools that every Web page coder needs to know
2. To implement modern Web pages with HTML

Professional English (English for Arts & Social Sciences –I)

Subject code: PZ1AA

LEARNING OBJECTIVES

1. To develop the language skills of students by offering adequate practice in professional contexts.

2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students' critical thinking skills and make students culturally aware of the target situation.

SYLLABUS

Unit 1: Communication

Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

Unit 2: Description

Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

Unit 3: Negotiation Strategies

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

Unit 4: Presentation Skills

Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

Unit 5: Critical Thinking Skills

Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT- practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

LEARNING OUTCOMES

1. Recognise their own ability to improve their own competence in using the language
2. Use language for speaking with confidence in an intelligible and acceptable manner
3. Understand the importance of reading for life
4. Read independently unfamiliar texts with comprehension
5. Understand the importance of writing in academic life
6. Write simple sentences without committing error of spelling or grammar

SEMESTER II

Part I - Foundation Course - Tamil & other Languages

பொதுத்தமிழ் - II

Subject Code: LA12A

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல்வளங்களையும் உணரவைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின்

வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின்
நோக்கமாகும்.

பாடத்திட்டம்

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப்பயிற்சி

அலகு -1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11ஆம் பாடல் - “அரிதாயஅறன்எய்தி..

அலகு - 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் -
வெற்றிவேல்)

அலகு - 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு - 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு - 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால்,
கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1) முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை,
பத்துப்பாட்டு)

2) பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப்பயிற்சி

1)இலக்கணக் குறிப்பு (வேற்றுமைத்தொகை, உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, அன்மொழித்தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]

2) ஒற்று மிகும் மிகா இடங்கள்

3) மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

1. பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்துகொள்ளுதல்.
2. பழந்தமிழ் இலக்கிய வாசிப்பின்வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
3. தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
4. மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
5. மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
6. இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்புதிறனை வளர்க்கின்றது.
7. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப்படிப்பு - பகுதி - I தமிழ் - முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil For I & II Semesters; Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் - பகுதி 1 -சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

Hindi -II

Subject Code: CLE2G

LEARNING OBJECTIVES

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features of Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabulary.

SYLLABUS

Paper – II – One Act Play, Short Story & Translation

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

Lessons Prescribed:

1. Aurangazeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. Short Stories (Non- Detailed Study): Swarna Manjari

Edited by: Dr. Chitti. Annapurna, Rajeswari Publications, 21/3, Mothilal Street, (Opp. Ranganathan Street), T. Nagar, Chennai – 600 017.

Lessons Prescribed:

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev

4. Vivah ki Teen Kathayen

III. Translation Practice : (English To Hindi) Books For Reference :

- | | |
|----------------------------|---|
| 1. Prayojan Moolak Hindi : | Dr. Syed Rahamathulla
Poornima Prakashan, 4/7,
Begum III Street, Royapettah,
Chennai – 14. |
| 2. Anuvad Abhyas Part III | Dakshin Bharat Hindi Prachar Sabha
T. Nagar, Chennai -17. |

Unit wise Syllabus

Unit – I

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

Unit-V

1. Translation Practice. (English to Hindi)

LEARNING OUTCOMES

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Inculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of the art of translation.

French-II

Subject Code: CLK2T

LEARNING OBJECTIVES:

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

SYLLABUS:

Unité - I : C'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité - II : N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité - III : Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité - IV : Quel beau voyage !

Raconter - décrire les étapes d'une action – exprimer l'intensité et la quantité - interroger

Unité - V : oh! Joli!

Décrire quelqu'un - comparer – exprimer l'accord ou le désaccord - se situer dans le temps

Unité - VI : Et après ?

Parler de l'avenir - exprimer des souhaits – décrire quelqu'un

Prescribed textbook:

Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only)

LEARNING OUTCOMES

Learners are able

1. To comprehend and express themselves well
2. To have an interest to look into another world
3. To improve communication skills
4. To perform well in the University Exams

Part II – Foundation English courses

Communicative English – II

Subject Code: LZ12A

LEARNING OBJECTIVES

1. To train students on functional English including language proficiency-Grammar & Vocabulary building.
2. To equip them with essential career/job oriented skills - Presentation (PPT techniques), formal communication (email, report writing, etc)
3. To teach them formal meeting etiquettes: both face-face and virtual mode.
4. To prep students to face interviews.
5. Encourage and guide students on opinion writing, reviews and feature writing.

SYLLABUS

Unit - I (18 hours)

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
- 2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
- 3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
- 4. Grammar in Context
 - a. Adverbs
 - b. Prepositions

Unit - II (20 hours)

- 1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
- 2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
 - b. Reading poetry
 - i. Reading aloud: (Intonation and Voice Modulation)
 - ii. Identifying and using figures of speech - simile, metaphor, personification etc.
- 3. Word Power
 - a. Idioms & Phrases
- 4. Grammar in Context: Conjunctions and interjections

Unit - III (18 hours)

- 1. Listening and Speaking
 - a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations

2. Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit - IV (16 hours)

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

a. Reading visual texts – advertisements

b. Preparing first drafts of short assignments

3. Word Power

a. Denotation and Connotation

4. Grammar in Context: Sentence Types

Unit V (18 hours)

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

- b. Readers' Theatre (Script Reading)
 - c. Dramatizing everyday situations/social issues
 - d. Through skits. (writing scripts and performing)
3. Word Power
- a. Collocation
4. Grammar in Context: Working With Clauses

Recommended Book: Communicative English - Semester II - E book by Tamil Nadu State Council for Higher Education (TANSCH)

LEARNING OUTCOMES

- Students show progress in language proficiency.
- Better equipped with necessary job skills.
- Show confidence to face job interviews.
- Encouraged to voice their thoughts, students began to express themselves through blog writing, articles contribution, online reviewing of products and films.
- Show better understanding of nuances in formal communication and etiquettes.

Part III - Core Courses

Core paper III: General Psychology - II

Subject code: ST22A

LEARNING OBJECTIVES

1. To impart the mechanisms underlying the various cognitive processes including thinking, decision making and language development.
2. To apprise the students of the various theories of motivation, frustration and conflict.
3. To acquaint them with the characteristics and theories of emotions and stress.
4. To deepen their knowledge about the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. To describe the various theories of Personality, method of assessment & application of the different Personality tests.

Unit – I: Cognition

Meaning –Cognitive Psychology- Types of cognition: – Mental Imagery – Concept, Problem Solving- Steps- Barriers to Effective problem solving- Strategies of problem solving: Algorithms, Heuristic, Decision making – Step, Reasoning – Inductive and Deductive reasoning, Language: Nature - Main Components of Language – Phonemes- Morphemes –Syntax - Semantics – Pragmatics.

Unit – II: Motivation

Motivation: Definition – Needs – Biological Needs – Social Needs - Psychological Needs, Theories of Motivation: Instincts – Drive-reduction theory – Arousal – Incentive – Opponent-Process – Cognitive theories – Social cognitive theory – Need theories, Classification of Motives: Physiological motives – Psychological motives, Conflict: Meaning- Types. Frustration: Meaning- Causes.

Unit – III: Emotion and stress

Emotion: Meaning – Basic emotions- Components - Physiology of emotion - Expression of emotion – Theories of Emotions, Stress: Definition – Four variations - Stressors – Effects – General Adaptation Syndrome – Individual differences - Coping mechanism.

Unit – IV: Intelligence and Creativity

Intelligence: Definition - Concept of IQ - Individual differences in Intelligence –Mental retardation – Mentally gifted – Assessment of Intelligence, Emotional Intelligence: Meaning – Characteristics, Creativity: Definition- Nature – Steps - Characteristics of creative people – Creativity tests.

Unit – V: Personality

Personality: Definition - Theories – Psychoanalytic - Neo Freudian: Jung –Adler – Karen Horney – Erikson - Behavioristic view – Social Cognitive view - Humanism and Personality: Roger's theory – Maslow's theory - Trait Theories Psychology – Allport – Cattell - The Big Five Factors. Assessment of Personality, Uses of Personality tests,

REFERENCES:

1. Cicarelli, K.S., Meyer, E.G. & Misra. (2008). *General psychology*. New Delhi, India: Dorling Kingsley (India) Private Limited.
2. Baron, R.A. (2010) *Psychology*. New Delhi, India: Pearson India Education Services Pvt. Ltd.

WEB RESOURCES:

1. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>

2. <https://www.saylor.org/?s=psychology&submit=Search>
3. <https://www.coursera.org/learn/introduction-psychology>
4. <https://www.udemy.com/courses/search/?q=psychology&src=sac&kw=psychology>
5. <https://www.saylor.org/?s=psychology&submit=Search>
6. <https://www.coursera.org/learn/introduction-psychology>
7. <https://www.coursera.org/learn/self-determination-theory>
8. <https://www.coursera.org/learn/ignite-creativity>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Spell out the different types of cognition, thinking processes, decision making and language development.
2. Summarize the various theories of Motivation, frustration and conflicts.
3. Outline the characteristics and theories of emotions and stress.
4. Explain the nature, theories and assessment of Intelligence, Emotional Intelligence and creativity.
5. Analyse various theories of Personality and describe the assessment & application of the Personality tests.

Core paper IV: Biological Psychology - II

Subject code: ST22B

LEARNING OBJECTIVES

1. To introduce Rhythms of waking, sleeping and dreaming, its mechanisms and various sleep disorders.
2. To illustrate brain development and neuroplasticity
3. To explore the biological phenomenon involved in regulating thirst and hunger.
4. To enrich their knowledge about the biological basis of emotions and its functions.
5. To identify the brain areas associated with learning & memory and illustrate the causes of memory disorders.

SYLLABUS

Unit I: Circadian Rhythms, Sleep and Dreaming

Rhythms of waking and sleeping: Endogenous cycles- Setting and resetting the biological clock- Mechanisms of the biological clock, Sleep and brain mechanisms: Sleep and other interruptions of consciousness, the onset of sleep and hypnagogic hallucinations, stages of sleep. Paradoxical or REM sleep, Brain mechanisms of wakefulness and arousal: Brain functions in REM sleep- Functions of sleep, Dreaming: REM sleep and dreaming. Biological perspectives on dreaming.

Unit II: Brain development and plasticity

Development of the brain- Maturation of the vertebrate brain, Growth and development of neurons -New neurons later in life- Path finding by axons, Determinants of neuronal survival, Neural plasticity: Meaning- Plasticity after brain damage.

Unit III: Biological basis of thirst and hunger

Thirst: Mechanisms of water regulation- Osmotic thirst- Hypovolemic thirst and sodium specific hunger, Hunger: Digestion and food selection-Short and long term regulation of feeding-Brain mechanisms - Eating Disorders.

Unit IV: Biological basis of emotions

Emotions: Introduction, Emotions and Autonomic arousal: James-Lange theory, Brain areas associated with emotions- The functions of emotions. Attack and Escape Behaviours: Attack behaviours - Escape - Fear and anxiety- Stress and Health

Unit V: Biological basis of learning and memory

Localized representations of memory- Types of memory- The hippocampus- Theories on the function of the hippocampus- Other types of amnesia: Korsakoff's syndrome, Alzheimer's Disease- The role of the other brain areas.

REFERENCES

- i. Carlson, N. R. (2007). *Foundations of Physiological Psychology*, New Delhi, India: Pearson India Education Services Pvt Ltd.
- ii. Kalat, J.W. (2011). *Biopsychology*, Delhi, India: Cengage Learning India Private Limited.
- iii. Pinel, J. (2007). *Biopsychology*, New Delhi, India: Pearson India Education Services Pvt Ltd
- iv. Purves, D., Brannon, E., Huettel, S.A., Labar, K.S., Platt, M.L., & Woldorff, G.M. (2008). *Principles of cognitive neurosciences*. Sunderland, MA: Sinauer Associates, Inc. Publishers.

WEB RESOURCES

- i. <https://www.edx.org/course/ap-psychology-course-2-how-the-brain-works>
- ii. <https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-22j-a-clinical-approach-to-the-human-brain-fall-2006/index.htm>
- iii. www.mooc-list.com/course/neuropsychology-saylororg

LEARNING OUTCOMES

After completion of this subject, the student will be able to:

1. Understand the biological basis of Sleep & Dream and Classify various sleep disorders
2. Illustrate brain development and neuroplasticity
3. Categorize the brain mechanism involved in regulating thirst, hungry and feeding
4. Evaluate and distinguish biopsychology of emotions in relation to stress and ill health
5. Summarize the brain areas associated with learning & memory and illustrate the causes of memory disorders.

Part III - Allied Courses

Allied paper II: Introduction to Community Psychology

Subject code: ST32A

LEARNING OBJECTIVES:

1. To outline the fundamentals of Community Psychology in Indian Context.
2. To introduce Psychosocial models that are culturally relevant.
3. To break down the Socio-economic Indicators such as Poverty, unemployment, underemployment etc.,
4. To understand the prime Psychosocial indicators that are evident in the Indian context.
5. To describe the preventive measures that enhance the quality of community.

Unit 1: Introduction

Community psychology- nature & Scope, Definition; Core values in community psychology; Role of community psychologist; understanding community; community in India; human diversity in context; applied social psychology in India.

Unit 2: Models of Community Psychology

Mental health model; Behavioural model; Organisational model; Ecological model; Social action model; Integration of modern psychology with Indian thought, culture & psychology: culture & perspectives of psychology; Basic Indian values and behavioural disposition in the context of nation's development; Ambiguity of role models and values among Indian youth.

Unit 3: Socio-economic indicators:

Definition of social indicators; Population; Poverty; Beggary; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment.

Unit 4: Psycho-social indicators

Human development- family scenario in a developing country and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence; delinquency & crime; sexual harassment & violence; mental illness & mental health; understanding stress & coping in context.

Unit 5: Promotion & Prevention:

Social competence- key concepts; implementing programs; empowerment & citizen participation; Preventive efforts for mental illness- Primary, Secondary & Tertiary; Preventing problematic behaviour & promoting social; competence community and social change; program evaluation & program development.

REFERENCES:

1. Shanmugam, T.E. (1988). Community Psychology. Utsav Shanmugam pub.
2. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities, Wadsworth, Cengage Learning: Belmont, CA, USA.
3. Sinha,D., Misra, G., & Dalal A.K. (2015). Psychology in india. New Delhi
4. Orford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons.
5. Mohanty, A. K., & Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co
6. Zax, M. & Spector, G. A. (1974). An introduction to community psychology. New York: John Wiley & Sons.
7. Henry, N., & Powell, A. (2014). Preventing sexual violence: interdisciplinary approaches to overcoming a rape culture. New York: Palgrave Macmillan.

WEB RESOURCES:

1. Community change in public health- www.coursera.org
2. Foundational Skills for community at health – www.coursera.org

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Paraphrase the core values of community psychology in the Indian context.
2. Assess various socio-cultural psychological models and behaviours of Indian youth.
3. Examine the socio-economic indicators and its impact on development.
4. Estimate the role of human development and family structure on Mental Health.
5. Originate preventive measures and design promotion programmes for better community development.

Part IV - Basic Tamil/Advanced Tamil

அடிப்படைத் தமிழ் - இரண்டாம் பருவம்

Subject code: NLT2D

பாடத்திட்டத்தின் நோக்கம்

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிறநாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ்நாட்டின் மாநிலமொழியைப் பேசவும் எழுதவும் துணை புரியும்வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ்மொழியிலுள்ள சிறுசிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறுகதைகள், சுற்றுலாத் தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம்

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச்சூடி (1-12), 2. கொன்றைவேந்தன் (1-8), 3. திருக்குறள் (5)
1. அகரமுதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34),
4. கற்ககசடறக்..... (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக்கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ. தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத் தலங்கள்- அலுவலகப் பெயர்கள்

இ. பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள்

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ்மொழியின் சிறப்பினையும் மொழி வளத்தையும் அறிந்துகொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக் கூறுகளை உணர்ந்து கொள்ளுதல்

பாடநூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத்தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

சிறப்புத்தமிழ் – இரண்டாம் பருவம்

Subject code: TLT2D

பாடத்திட்டத்தின் நோக்கம்

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்ககால செய்யுள் முதல் தற்கால புதுக்கவிதைவரை உள்ள ஒரு சில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப் பகுதியும், தமிழிலக்கிய வரலாற்றுப் பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம்

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப்பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுக சிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -கனியன் பூங்குன்றனார்

ஈ. திருக்குறள் - வான்சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப்பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி -உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3.4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஒ. பாரதியார்- நல்லதோர் வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப்பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள்

1. தமிழ்மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல்.
2. தமிழ் மக்களின் பண்பாட்டைக் காலவாரியாக உணர்ந்துகொள்ளுதல்.
3. மொழிபெயர்ப்புத் துறையிலும் செயலாற்றமுடியும்

பாடநூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை. (Reference book not applicable)

NME Courses – HTML lab

Subject code: SE523

LEARNING OBJECTIVE

This course introduces to the programming in HTML

SYLLABUS

LIST OF EXERCISES:

1. Write a script to create an array of 10 elements and display its contents.
2. Create a simple calculator using form fields. Have two fields for number entry and one field for the result. Allow the user to be able to use plus, minus, multiply and divide.

3. Create a document and add a link to it. When the user moves the mouse over the link, it should load the linked document on its own. (user is not required to click on the link)
4. Create a document which opens a new window without a toolbar, address bar or a status bar that unloads itself after one minute.
5. Design an HTML page that includes document structure tags, title, line break, multiple headings and link to e-mail address.
6. Create an HTML file which is the main page with an image and some text messages along with hyperlinks which is linked to various pages. The navigation should be such that the links take you to the appropriate page and then back to the main page.
7. Create a HTML page to demonstrate the usage of Frames. Choose the content of the page on your own.
8. Design an application for pay slip through HTML forms.

LEARNING OUTCOME

To implement modern Web pages with HTML

Professional English (English for Arts & Social Sciences –II)

Subject code: PZ1AB

LEARNING OBJECTIVES

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges to,

1. Develop their competence in the use of English with particular reference to the workplace situation.
2. Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
3. Develop their competence and competitiveness and thereby improve their employability skills.
4. Help students with a research bent of mind develop their skills in writing reports and research proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating web pages, blogs, flyers and brochures (subject based)

- Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

LEARNING OUTCOMES:

At the end of the course, learners will be able to,

1. Attend interviews with boldness and confidence.
2. Adapt easily into the workplace context, having become communicatively competent.
3. Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

SEMESTER III

Part I - Foundation Course - Tamil & other Languages

Language Paper – III

பொதுத்தமிழ் - III மூன்றாம் பருவம்

Subject Code: LA13A

பாடத்திட்டத்தின் அறிமுகம்

சைவம், வைணவம், கிறித்துவம், இசுலாமியம், சித்தர்கள் ஆகிய சமயம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. மேலும் சிற்றிலக்கியங்களில் ஒருசில பகுதிகளும் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

பாடத்திட்டத்தின் நோக்கம்

மக்களுக்குரிய வாழ்வியல் நெறிமுறைகளையே பல சமய இலக்கியங்களும் போதிக்கின்றன என்பதை உணர வைத்தல். பக்திக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

சிற்றிலக்கியங்களின் வகைகளையும் யாப்பின் புது வடிவங்களையும் தெரிந்துகொள்ள செய்தல். சிற்றிலக்கிய காலத்தின் பாடுபொருளின் மாற்றத்தை உணரவைத்தல். இறைப்பணியோடு மக்கள் பணி செய்த இறையடியார்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

தமிழ் மொழியில் சொற்களின் பொருள்கள் காலத்திற்குக் காலம் மாறுபடும் தன்மையினைப் புரியவைத்தல். ஒரு சொல்லுக்கு பல பொருள்கள் காணப்படுவதை உணர வைத்தல். இதன் மூலம் மொழி பயன்பாட்டுக்குச் சொல்வளம் தேவை என்பதை உணர்த்துதல்.

இலக்கிய வரலாற்றைக் கற்பிப்பதன் வாயிலாக இலக்கியத்
தோற்றப்பின்னணி அறிந்துகொள்ள செய்தல். இவையே
இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

பாடப் பகிர்வு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

அலகு I

1. காரைக்கால் அம்மையார் – அற்புதத் திருவந்தாதி (பிறந்து மொழி
எனத் தொடங்கி 5 பாடல்கள்)
2. தேவாரம் – திருஞானசம்பந்தர் – திருத்தில்லை பதிகம் ‘கற்றாங்கு’
எனத் தொடங்கி 11 பாடல்கள்
3. திருநாவுக்கரசர் – மாசில் வீணையும் எனத் தொடங்கி 10 பாடல்கள்
4. சுந்தரர் – பித்தா பிறை சூடி எனத் தொடங்கி 10 பாடல்கள்
5. மாணிக்கவாசகர் – திருப்பள்ளியெழுச்சி 10 பாடல்கள்

அலகு 2

1. ஆண்டாள் – நாச்சியார் திருமொழி – ஏழாம் பத்து
2. பொய்கையாழ்வார் – முதல் பாடல் (முதல் திருவந்தாதி)
3. பூதத்தாழ்வார் – முதல் பாடல் (இரண்டாம் திருவந்தாதி)
4. பேயாழ்வார் – முதல் பாடல் (மூன்றாம் திருவந்தாதி)
5. நம்மாழ்வார் – முதல் பத்து – நான்காம் திருமொழி முதல் 5
பாடல்கள்

அலகு 3

1. தாயுமானவர் – பைங்கிளி கண்ணி (5 கண்ணிகள்)
2. வள்ளலார் – திருவருட்பா – பிள்ளைச் சிறு விண்ணப்பம் (1-5)
3. அருணகிரிநாதர் – விநாயகர் துதி – “நினது திருவடி..” எனத்
தொடங்கும் 5 ஆம் பாடல்

அலகு 4

1. சித்தர் பாடல்கள் – திருமூலர் – திருமந்திரம் (270,271,274,275,285)
2. குணங்குடி மஸ்தான் - பராபரக்கண்ணி
3. வேதநாயகம் பிள்ளை – தாய் தந்தையர் வணக்கம் 25-32 வரிகள்
(பெண்மதி மாலை)

அலகு 5

1. முத்தொள்ளாயிரம் – ஏற்கனவே உள்ள பகுதி
2. தமிழ்விடுதூது – முதல் 16 கண்ணிகள்
3. நந்திக்கலம்பகம் – ஏற்கனவே உள்ள பகுதி (61, 96, 100, 105, 110)

II தமிழிலக்கிய வரலாறு

1. பக்தி இலக்கியம் (சைவம், வைணவம், சித்தர்கள், இஸ்லாம், கிறித்துவம்)
2. சிற்றிலக்கியங்கள்

III மொழிப் பயிற்சியும் மொழி பெயர்ப்பும்

ஒரு பொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒரு சொல், பிறமொழிச் சொல் நீக்கல், அலுவலகக் கடிதம் வரைதல், தமிழில் மொழி பெயர்த்தல்

பாடத்திட்டத்தின் பயன்கள்

தமிழில் காணப்படும் அனைத்துச் சமய இலக்கியங்களும் வாழ்க்கைக்குரிய நல்ல விழிகாட்டியாக விளங்குகின்றன. இறைபக்தியின் இன்றியமையாமை உணர்த்துதல். சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.

நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல். கிறித்தவ இலக்கியமும் இசுலாமிய இலக்கியமும் தமிழ் மரபில் தோன்றித் தமிழ் மொழிக்குச் சிறப்பு செய்கிறது என்பதைப் புரிந்துகொள்ளுதல்.

பக்தி இலக்கியங்களின் வழி மனதை மேம்படுத்துதலும் வாழ்வியல் முறைகளைப் புரிய வைத்தலுமே இப்பாடத்திட்டத்தின் பயன் ஆகும். மொழிப்பயிற்சியினால் புதுப்புது சொற்களைப் பயன்படுத்த தூண்டுதல்.

தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்- மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது. தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For III & IV Semesters; Common to all undergraduate courses and Five Year Integrated postgraduate courses. 2021 - 2022 onwards.

- ❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு
- ❖ மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 –சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Hindi -III

Subject Code: CLE3H

Paper III Ancient Poetry and Introduction to Hindi Literature (Upto ReetiKaal)

LEARNING OBJECTIVES

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of the Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

Ancient Poetry -

Prescribed Text Book : Selections in Poetry (2007); University Publications, University of Madras .

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Thiruvalluvar (Dharmakaand only)

6. Biharilal (Dohas 1 to 5)

Introduction to Hindi Literature (up to Reethikaal)

Lessons Prescribed :

- Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
Chand Baradai 2. Vidhyapathi and their Works
- Literary Trends of Bhakthi Kaal – Important Poets :
1. Kabirdas 2. Joyasi 3. Tulasidas 4. Surdas and their works
- Literary Trends of Reethikaal – Important Poets :
1. Bihari 2. Bhushan 3. Ghananand

Reference Books:

1.Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.

2.Hindi Sahithya Yug Aur Pravritthiya

By: Dr. SivakumarVarma, Asok Prakashan Nayi Sarak, New Delhi – 6

3.Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller,Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

SYLLABUS

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

LEARNING OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its architect skill, Reethikall of its shringar ras. Knowledge about the Idol less worship and Prem Marga cult of literature.
6. Knowledge about the History of Hindi Literature upto Reethi Kaal.

French-III

Subject Code: CLK3V

Title of the Paper: Translation, Comprehension and Grammar- I

LEARNING OBJECTIVES:

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

3. Discover another world, another people, another way of life.
4. Make them more accepting of people who differ from them.

Prescribed textbook: K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

SYLLABUS:

Grammar components :

- ★ Les pronoms relatifs
- ★ Le passé composé
- ★ L'imparfait
- ★ Le plus-que-parfait
- ★ Le subjonctif
- ★ Le conditionnel
- ★ La comparaison

Texts :

- ★ Les feuilles mortes
- ★ Le vrai père
- ★ Nos études
- ★ Demain dès l'aube
- ★ Par une journée d'été
- ★ Une visite inattendue
- ★ L'hiver
- ★ Le librairie

LEARNING OUTCOMES

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - Not applicable

Part II – Foundation English courses

Language through Literature- I

Subject Code: LZ13B

LEARNING OBJECTIVES

1. To stimulate interest in acquiring basic skills.

2. To use as a medium to teach grammar, writing mechanics and thinking skills.
3. To engage in self-assessment activities for self-development.
4. To identify parts of speech, vocabulary, sentence structure and use them properly.
5. To interpret the key ideas and terms and express them through a persuasive essay.

SYLLABUS

Theme	Text	English Language Skills
Unit - I Prose 15 Hours (including all worksheets to be done in class in the textbook)		
Ethics	1.1 Humanities vs Sciences S. Radhakrishnan - Worksheet 1.1	Vocabulary skills ★ Etymology ★ Etymological derivation of words Grammar skills ★ Tenses ★ The simple present vs the present continuous tense ★ The simple past vs present perfect tense
Learning	1.2 Wings of Fire (An Extract) A. P. J. Abdul Kalam - Worksheet 1.2	Vocabulary skills ★ One-word substitutes / meanings of expressions Grammar skills ★ Combining sentences
Society	1.3 On the Rule of the Road A. G. Gardiner Worksheet 1.3	Vocabulary skills ★ Some literary devices ★ Word association Grammar skills ★ Error identification ★ Types of questions: Wh- and Yes/No
Unit - II Poetry 12 Hours (including all worksheets to be done in class in the textbook)		
Human Values	2.1 Leisure W. H. Davies Worksheet 2.1	Vocabulary skills ★ Content words and function words ★ Compound words Grammar skills ★ Punctuation

		<ul style="list-style-type: none"> ★ Use of punctuation marks ★ Conversion of sentences - Active and passive voice - Reported speech
Science	2.2 The Secret of the Machines Rudyard Kipling - Worksheet 2.2	Vocabulary skills <ul style="list-style-type: none"> ★ Commonly confused words ★ Prefixes and suffixes ★ Negative prefixes Grammar skills <ul style="list-style-type: none"> ★ Conversion of word class
Environment	2.3 Water Ralph Waldo Emerson Worksheet 2.3	Vocabulary skills <ul style="list-style-type: none"> ★ Homophones ★ Homonyms ★ Homographs Grammar skills <ul style="list-style-type: none"> ★ Gerunds ★ Participles
Sports	2.4 Casey at the Bat Earnest Lawrence Thayer Worksheet 2.4	Vocabulary skills <ul style="list-style-type: none"> ★ Completing words Grammar skills <ul style="list-style-type: none"> ★ Phrasal verbs
Satire	2.5 Very Indian Poem in Indian English Nissim Ezekiel Worksheet 2.5	Vocabulary skills <ul style="list-style-type: none"> ★ Metonymy Grammar skills <ul style="list-style-type: none"> ★ Integrated grammar activities ★ Cloze test
Unit - III Short Story 15 Hours (including all worksheets to be done in class in the textbook)		
Attitude	3.1 Witches' Loaves O. Henry Worksheet 3.1	Pronunciation <ul style="list-style-type: none"> ★ Tongue twisters ★ Pronouncing words of foreign origin ★ Using a dictionary to understand pronunciation
Fantasy	3.2 The Country of the Blind H. G. Wells Worksheet 3.2	Writing skills <ul style="list-style-type: none"> ★ Descriptive writing ★ Narrative writing ★ Writing long essays

Humour	3.3 The Boy Who Broke the Bank Ruskin Bond Worksheet 3.3	Writing skills ★ Converting a story into a play
Social Justice	3.4 The Squirrel Ambai Worksheet 3.4	Writing skills ★ Filling forms ★ Letter writing
Unit - IV Non-fiction 14 Hours (including all worksheets to be done in class in the textbook)		
Artificial Intelligence	4.1 AI and Literature: The Muse in the Machine John Thornhill Worksheet 4.1	Writing skills ★ Writing blogs ★ Creating vlogs
Social Media	4.2 Facebook Is Making Us Miserable Daniel Gulati Worksheet 4.2	Writing skills ★ Writing emails
Culture	4.3 One World One Culture Kenneth J. Pakenham, Jo McEntire, Jessica Williams Worksheet 4.3	Writing skills ★ Résumés ★ Cover letters ★ Format of a cover letter Speaking skills ★ Introduction to job interviews
Food and Nutrition	4.4 Portion Size is the Trick!!! Ranjani Raman Worksheet 4.4	Writing skills ★ Argumentative Essays
Unit - V Scenes from Shakespeare 14 Hours (including all worksheets to be done in class in the textbook)		
Human Nature	5.1 The Merchant of Venice [Act IV, Scene I; Lines -170–419] Worksheet 5.1	Writing skills ★ Recreating a court scene ★ Role play
	5.2 Henry IV Part I [Act II,	Writing skills

	Scene 4] Worksheet 5.2	★ Creating a webpage
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Formative Assessment 05 Hours (Unit-end assessment tasks given in the textbook to be done, detached and submitted for evaluation)

Text – CONFLUENCE by Cambridge University Press India Private Limited

LEARNING OUTCOMES

After completing the course, the students will be able to

1. Strengthen contextual understanding of the language through texts.
2. Apply the language skill in different types of activities such as group discussions, comprehension and creative writing.
3. Shows improvement in writing sentences by changing their forms and using them appropriately.
4. Reveal the extent of enhancement of their vocabulary and use them appropriately to communicate in content.
5. Attempt the different kinds of writing- essays, emails, blogs, resumes etc.

Part III - Core Courses

Core paper V: Developmental Psychology - I

Subject code: ST23A

LEARNING OBJECTIVES

1. To introduce the various stages of birth.
2. To outline the stages, characteristics of infancy and babyhood.
3. To synthesize the dynamics, nuances of early and late Childhood.
4. To depict the various developmental stages across the life span.

Unit I: Conception Through Birth

Meaning of developmental changes – Significant facts about development – Developmental stages – Developmental Issues – Conception of Age.Characteristics of the Prenatal Period – How Life begins – Importance of Conception – Periods of Conception – Periods of Prenatal development – Stages of childbirth - Types of childbirth – Attitudes of significant people - Prenatal hazards & complications of low birth weight.

Unit II: Infancy

Characteristics of Infancy, developmental tasks- Major adjustment of Infancy – Conditions influencing adjustment to Postnatal life – Characteristics of the Infant – Hazards of Infancy.

Unit III: Babyhood

Characteristics of Babyhood – Developmental tasks of babyhood – Physical development – Physiological development – Muscle Control – Speech development – Emotional behavior – Socialization – Interest in Play – Development of Understanding – Beginnings of Morality – Beginnings of Sex-Role typing – Family Relationships – Personality development – Hazards and Happiness.

Unit IV: Early Childhood

Characteristics of Early Childhood – Developmental tasks – Physical development – Physiological habits – Skills of Early Childhood – Improvement in Speech – Emotions – Socialization – Play – Development of Understanding – Moral development – Common Interests – Sex-role Typing – Family Relationship – Personality development – Hazards and Happiness.

Unit V: Late Childhood

Characteristics of Late Childhood – Developmental tasks – Physical development – Skills – Speech improvement – Emotions and Emotional Expressions – Social groupings and social behaviour – Play interest and activities – Increase in Understanding – Moral attitudes and behaviour – Interests – Sex-role Typing – Changes in Family relationships – Personality Changes – Hazards and Happiness.

REFERENCES:

1. Hurlock, E. (1980). Developmental psychology. New Delhi, India: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Lifespan development, New York, NY: McGraw Hill.
3. Berndt, T.J. (1997). Child development, Madison, WI: Brown & Benchmark Publishers.
4. Papalia, D.E., & Olds, S.W. (1994). Human development, New York, NY: Tata McGraw Hill.
5. Berk, C. L. (1996). Child development, New Delhi, India: Prentice- Hall of India (Pvt) Ltd.

WEB RESOURCES

1. <https://www.mooc-list.com/tags/developmental-psychology>
2. <https://www.coursera.org/learn/developmental-psychology>
3. <https://www.edx.org/course/introduction-to-developmental-psychology>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. State the developmental stage of conception through birth
2. Describe the developmental stage of infancy and babyhood
3. Restate the various developmental process of early and late childhood
4. Associate various Developmental stages of socialization, family relations and personality development.

Core paper VI: Experimental Psychology

Subject code:

LEARNING OBJECTIVES:

1. To extend the concepts of distraction, division and span of attention.
2. Compare and contrast the different errors of perception.
3. To compare divergent concepts in learning through knowledge of results.
4. To correlate the relationship between motivation and aspiration.
5. To illustrate various types of emotions.
6. To introduce the concept of motor dexterity.
7. To imbibe multiple IQ assessments.

SYLLABUS - CONCEPTS:

1. Attention
2. Perception
3. Learning
4. Motivation & Emotion
5. Psychomotor abilities
6. Intelligence tests

- A minimum of 10 experiments should be conducted in the first and second semester.

- At least one experiment from each concept should be chosen.

List of Psychological Equipments in the Laboratory
(For Experimental Psychology in Semester III)

S.. No	Name of the Assessments	Description
	INTELLIGENCE	
1	Bhatias Battery of Performance Test of Intelligence	This is a performance test of intelligence and consists of a battery of 5 Sub-tests, namely: Koh's Block Design Test, Pass-along Test, Pattern Drawing Test, Immediate Memory, and Picture Construction Test.
	ATTENTION	
2	Division of attention	The effect of divided attention on the performance can be studied in the laboratory using this instrument. This Electrical wooden instrument top has two different patterns (a triangle & a circle) with a groove. The subject can trace the path with the stylus provided. A set of reset type impulse counters which are electrically connected will record the number of traces made by the subject.
3	Distraction of attention	Experimentally auditory distraction on the performance of a task can be demonstrated using this instrument. This electrical box consists of two sides i.e. subject side and the experimenter side and a screen in between. The Experimenter's side will have two control switches and a light. The subject side will have two switches, a light and a buzzer. Both the visual stimulus (light) and the auditory stimulus (buzzer) can be presented by operating the switches from both the sides. This instrument can also be used to conduct the experiments to understand mental processes in estimation of time interval/Time Perception.
4	Knox Cube test	One set of 56 wooden 1" x 1" x 1" painted wooden cubes to be used to test the level of attention and concentration.
	PSYCHOMOTOR ABILITIES	
5	Finger Dexterity Board	Finger dexterity refers to dexterity for handling tiny objects using fingers. Finger dexterity board is a wooden board with a tray on one side and a metallic plate with 100 equal sized holes (to insert one pin at a time) on the other side. Small pins are provided with fingers.
	LEARNING	

6	Human Maze Learning T-Shape (Electrical) with Manual & Response Sheet	A wooden T Shaped maze with a path and the subject has to trace the path using her finger.
7	Concept formation blocks	Concept Formation Blocks Based on Haffman and Kaisenien Test of Concept Formation: Concept formation for Height, Size, Shape and Color. It is a performance type test.
8	Concept formation cards	It is a set of cards used to demonstrate the process of concept formation for geometrical designs and non-sense syllables.
EMOTIONS & MOTIVATION		
9	Judging emotions using Photograph	Based on Illustrations and Photographs the subjects have to judge the emotions depicted. This helps to understand the social interactions that the subject has.
PERCEPTION		
10	Stroop effect test	The 'Stroop' effect is one example of cognitive inhibition and the hypothesis of parallel processing. Parallel processing involves interpreting a stimulus input at different levels, resulting in inhibition in cognitive process. This process of cognitive inhibition can be experimentally demonstrated using the 'Stroop Effect Test'. This test consists of two lists of words. The list 'A' has names of colors printed in the corresponding color. Wherein list 'B' has names of colors printed in a different color. The subject has to name the color in which the word is printed and not the word while reading both the lists but separately. A key for the correct responses is also provided.

REFERENCES:

1. Wood Worth and Scholerberg. (2018). Experimental psychology. New Delhi: Oxford & IBH publishing Co.
2. Postman and Egan (1960). Experimental psychology. New York: Harper and Row.
3. Anastasi, A and Urbina, S. (2002). Psychological testing. New Delhi: Pearson Education.
4. Cohen, R, J and Swerdlik, M, E. (2010). Psychological testing and Assessment: An Introduction to Tests and Measurement. Boston: Mcgraw-Hill Higher Education.
5. Harris, P. (2002). Designing and Reporting Experiments in Psychology. Buckingham: Open University Press.
6. Myers, Anne. Hansen, Christine. (2011) Experimental Psychology. Wadsworth Publishing.

7. Francis, G. and Neath, I. (2015). Introduction to Psychology, Cengage Learning.

WEB RESOURCES:

1. The beginners guide to personality psychology: Big five traits – www.udemy.com

LEARNING OUTCOMES:

1. Experiment the effect of distraction, division and span of attention.
2. Illustrate the factors involved in errors of perception.
3. Demonstrate the concepts of transfer of learning, trial and error learning, insight learning and learning through the knowledge of results.
4. Associate to one's own level of aspiration and achievement motivation.
5. Interpret various emotional patterns in oneself and others.
6. Illustrate the use of the motor-skills in manual and tweezer dexterity.
7. Conduct assessment of IQ levels.

Part III - Allied Courses

Allied paper III: Statistics in Psychology

Subject code: ST33A

LEARNING OBJECTIVES

1. To introduce the importance of statistics in Psychology, explaining the different levels of measurement and methods of organizing data in statistics.
2. To find out and make use of central tendency and variability.
3. To understand and illustrate the concepts of normal distribution, its importance and to

draw the correlation of the data.

4. To explain the significance of hypothesis testing and the use of inferential statistics.
5. To acquaint students with non-parametric methods in statistics.

SYLLABUS

Unit I: Introduction to Statistics

Meaning of statistics-Importance of Statistics in Psychology –Parameters and Estimates- Descriptive Statistics- Inferential Statistics-Variables and their types; Levels of measurement: Nominal Scale- Ordinal Scale- Interval Scale- Ratio Scale; Frequency tables: Making a Frequency Table -Frequency tables for Nominal Variables- Grouped Frequency Tables, Frequency Graphs: Histogram, Frequency Polygon.

Unit II: Central Tendency and Variability

Central Tendency: The Mean- from Frequency Distributions - Assumed Mean Method- Properties of Mean. Median – Calculation of Median from Ungrouped data- Calculation of Median from a Frequency Distribution. The Mode- Calculation of Mode in a Frequency Distribution. Comparison of Mean, Median and Mode- Guidelines for the Use of Central Tendencies.

Variability: the Range- Calculation of Range- the Average Deviation- Calculation of the Average Deviation. The Semi Interquartile Range- Calculation of Q1, Q3 and Quartile Deviation. The variance and the Standard Deviation- Methods of Calculating the Variance and the Standard Deviation from Ungrouped data- Calculation of Standard Deviation from Grouped data- Calculation of Standard Deviation from Assumed Mean.

Unit III: Normal Distribution and Correlation

The Normal Distribution: Properties of the Normal Curve- Areas under the Normal Curve- Importance of Normal Distribution- Skewness- Kurtosis- Importance of measures of Skewness and Kurtosis. The Correlation: the Concept of Correlation- the Scatter Plot- the Product Moment Correlation- Calculation of Product Moment Correlation- Spearman's Rank-Difference Correlation Co-efficient- Properties of Correlation Co-efficient.

Unit IV: Hypothesis Testing and Inferential Statistics

Hypothesis Testing: the Core logic of Hypothesis Testing –the Hypothesis Testing Process- One Tailed and Two Tailed Hypothesis Tests. Decision Errors: Type I Error- Type II Error, Inferential Statistics: t' Tests- the t' test for a Single Sample- the t' test for a Dependent Means- Assumptions of Single Sample and the t' Test for a Dependent Means. The t' test for Independent Means: the Distribution of Differences between Means- Hypothesis Testing with a 't' test for Independent Means.

Unit V: Non-Parametric Methods

The Chi-Square: Degrees of Freedom- Test of the Hypothesis of Normality- Calculation of the Chi-Square for 2x2 tables- Yates' Correction for Continuity- Assumptions of the Chi Square test, The Non-parametric Methods: Sign test- Assumptions and Uses of Sign Test- the Median Test- Run Test- the Kolmogorov and Smirnov Two Sample test- Precautions of the use of the Non-parametric tests.

REFERENCES

1. Howell, D. (2012). *Statistical method for psychology*. Delhi, India: Cengage Learning.
2. Agresti, A., & Finlay, B. (2013). *Statistical methods for the social sciences*. Hoboken, NJ: Pearson Education
3. Aron, A., Aron, E. N., & Coups, E. J. (2006). *Statistics for psychology*. New Delhi, India: Pearson India Education Services Pvt Ltd.
4. Heiman, G. (2013). *Basic statistics for the behavioral sciences*. Belmont, CA: Cengage Learning.
5. Bear, G., King, B.M., & Minium, E. W. (2008). *Statistical reasoning in psychology and education*. Bengaluru, India: Wiley India Private Limited.
6. Gupta, S.P. (1999). *Statistical methods*. New Delhi, India: Sultan Chand & Sons
7. Garrett, H. E. (2006): *Statistics in psychology and education*. New Delhi, India: Paragon International Publishers.

WEB RESOURCES

1. <http://www.edx.org/learn/statistics>

LEARNING OUTCOMES:

After completion of the subject, the students will be able to:

1. Categorize the different levels of measurement and methods of organizing data in statistics
2. Devise the use of mean, median, mode and variability
3. Illustrate and apply the concepts of normal distribution
4. Find out correlation
5. Test for significance in hypothesis testing
6. Select and utilize appropriate non-parametric statistics

Computing Skills Level 1 (Practical)**LEARNING OBJECTIVE**

The major objective in introducing the course is to impart hands-on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is a basic course offered at two levels exclusively meant for students who have no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching.

SYLLABUS

Unit 1: Introduction to computers – classification of computers; Computers inside – Hardware (processing, memory i/o, storage etc), Software (Systems, application); Operating Systems – DOS, LINUX, UNIX, Windows ; Programming – Overview, need and skills; Networking Basics; Virus; Hacking

Unit 2: Word processing - Operating of word documents like open, close, save, print ; Editing Text – tools, formatting , bullets, layout ; Navigating word – Keyword, mouse, document formatting ; paragraph alignment - indentation, headers, footers, numbering; printing – preview, options

Unit 3: File Management – Importance of file management, backing of files, files and folders- editing, deleting, retrieving, renaming, subfolders; Manipulating windows – minimize, maximize; powerpoint basics- terminology- templates, viewing

Unit 4: Spreadsheets – MS Excel – opening, entering text and data, formatting, navigating; Formulas- entering, handling and copying; charts- creating, formatting and printing, header and footer, centering of data; printing

Unit 5: Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favorite, create, delete ; printing webpage; email – creating, receiving, reading and sending messages

Note – Unit 2 -5 are to be taught as practical with hands on experience

REFERENCES

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
3. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

SEMESTER IV

Part I - Foundation Course - Tamil & other Languages

Language Paper – IV

பொதுத்தமிழ் - IV நான்காம் பருவம்

Subject Code: LA14A

பாடத்திட்டத்தின் அறிமுகம்

இரட்டைக் காப்பியங்கள், இதிகாச காப்பியம், புராணம், கிறித்துவ காப்பியம், இசுலாமிய காப்பியம், சிற்றிலக்கியங்கள் ஆகியவற்றிலிருந்து தேர்ந்தெடுக்கப்பட்ட பகுதிகள் பாடமாக அமைந்துள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக இடம்பெற்றுள்ளன.

பாடத்திட்டத்தின் நோக்கம்

காப்பியங்கள் தே தான்றிய வரலாற்றுப் பின்னணியையும் வாழ்க்கைக் கூறுகளையும் கற்பதால் கைல இலக்கியங்களின் வேறுபாட்டை உணர வைத்தல்.

கற்பைன வளமும் சிந்தைனத்திறமும் இலக்கியச்சுவையும் உடைய நீண்ட புனைவ காப்பியங்கள். இத்தகைய இலக்கியங்களின் செழுமையையும் புலவர்களின் திறமையும் சமய அறக்கோட்பாடுகளையும் எடுத்துரைப்பேத இதன் நோக்கமாகும்.

காப்பிய இலக்கியங்கள் தமிழகத்துக்கும் தமிழ்மொழிக்கும் தமிழ் பண்பாட்டிற்கும் ஏற்ற வைகயில் அமைந்துள்ளனமைய விளக்கிக் கூறுதல்.

சிற்றிலக்கியங்கள் பாடுபொருளுக்கேற்ப பைடக்கப்பட்டுள்ளனமைய உணரைவத்தல். இவை சார்ந்த இலக்கிய வரலாற்றினைக் கூறுவதும் இப்பாடத்திட்டத்தின் நோக்கம் ஆகும்.

மொழிப்பயிற்சியில் துறைசார் கைலச்சொற்கைள அறிமுகப்படுத்திப் புதிய கைலச்சொற்கைள உருவாக்க வைத்தல். ஒவ்வொரு மாணவர்களும் தங்கள் சிந்தைனகைள வெளிகொணரும் வைகயில் சிறுகதை, புதுக்கவிதை தே பான்றவற்றைப் பைடக்கத் தூண்டுதல். இதுவே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

பாடப் பகிர்வு –

I இலக்கியம்

II அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III மொழித் திறன்

1. சிலப்பதிகாரம் – ஊர் காண் காதை (முழுமையும்)
2. மணிமேகலை – பாத்திர மரபு கூறிய காதை (முழுமையும்)

அலகு 2

1. சீவக சிந்தாமணி – ஏமாங்கத நாட்டு வளம் 10 பாடல்கள் மட்டும்
2. துளாமணி – 5 பாடல்கள் (நாட்டுச் சருக்கம், நகரச் சருக்கம், தூது சருக்கம், கல்யாணச் சருக்கம், சுயம்வரச் சருக்கம்)

அலகு 3

1. கம்பராமாயணம் – குகப்படலம்
2. பரியபுராணம் – மெய்ப்பொருள் நாயனார் புராணம்

அலகு 4

1. சீறாப்புராணம் - உடும்பு பேசிய படலம் (முழுமையும்)
2. தேம்பாவணி – வளன் சனித்த படலம் (முழுமையும்)

அலகு 5

1. மீனாட்சியம்மை பிள்ளைத் தமிழ் – சப்பாணி பருவம் – 5 பாடல்கள்
2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம்

II இலக்கிய வரலாறு

1. காப்பிய இலக்கியங்கள்
2. சிற்றிலக்கியங்கள்
3. இஸ்லாமிய இலக்கிய வரலாறு
4. கிறித்துவ இலக்கிய வரலாறு

III மொழித் திறனறிதல்

- i. கலைச்சொற்கள்
- ii. படைப்பு – சிறுகதை (அ) புதுக்கவிதை

பாடத்திட்டத்தின் பயன்கள்

தனிப்பாடல்களாக இருந்த இலக்கிய வைக நீண்ட நெடிய செய்யுள்களால் மாறிய மரபு வேறுபாட்டை உணர வைத்தல். தமிழ்க் காப்பியங்கள் வாயிலாகப் பழந்தமிழகத்தின் பழையபாண்டிய புனைவுகள் பற்றி அறிதல். மேலும் அக்கால மக்களின் வாழ்வு, சமயம், அரசியல், பண்பாடு போன்றவை தெரிந்து கொள்ளுதல். பழந்தமிழகத்தின் இயற்கைச்சூழல், காலநிலை ஆகியவற்றைப் புரிந்துகொள்ளுதல். புராணக்கதைகளை விளக்கமாகத் தெரிந்துகொள்ள தூண்டுதல்.

படைப்புகளைச் சொந்தமாக உருவாக்குவதால் ஒவ்வொரு மாணவனின் சிந்தனையும் மனநிலையும் உணர்தல். மேலும் மாணவர்கள் பாட்டித்தேர்வுகளில் இவ்விலக்கியம் சார்ந்த கேள்விகளுக்கு விடையளித்தல். ஆகியவை இப்பாடத்திட்டத்தின் பயன்கள் ஆகும்.

பாடநூல்:

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ் மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் - I - செய்யுள் திரட்டு

Foundation Course Part I - Tamil - For I & II Semesters

Common to all undergraduate courses and FiveYear Integrated postgraduate courses. (2021 - 2022 onwards.)

- ♦ தமிழ் இலக்கிய வரலாறு
- ♦ மொழிப்பயிற்சி

Reference book

- ♦ தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

Hindi -IV

Subject Code: CLE4J

LEARNING OBJECTIVES:

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal
2. Gain awareness on the importance of literature in addressing contemporary issues such as environmental concerns, gender issues, social problems, thereby giving effective solutions to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and making communication both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such as drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Learn the influence of British rule on Indian society.

Paper –IV Modern Poetry And Introduction To Hindi Literature

(“Aadhunik Kaal”)

1. Modern Poetry

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras.

Lessons Prescribed:

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarithi)
4. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. Introduction to Hindi Literature (Aadhuni Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla, Jayabharathi Publications, 217, B, Maya Press Road, Allahabad– 211 003.
2. Hindi Sahithya Yug Aur Pravritthiya
By: Dr. Sivakumar Varma, Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By: Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise SYLLABUS

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarthi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh

LEARNING OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason for the emergence of Aadhunikaal in Hindi Literature.
3. Knowledge about the literary trends of Aadhunikaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. Prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

Title of the Paper: Translation, Comprehension and Grammar-II

LEARNING OBJECTIVES:

In teaching French we aim to

1. Provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
2. Enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
3. Discover another world , another people , another way of life .
4. Make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita

Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

SYLLABUS

Grammar components:

- ★ Le passé simple
- ★ Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- ★ L'expression de la cause
- ★ L'expression de la conséquence
- ★ L'expression du but
- ★ L'expression de la concession
- ★ L'expression de la condition et de l'hypothèse

LEARNING OUTCOMES:

Learners are able

1. to comprehend and express themselves well
2. to have an interest to look into another world
3. to improve communication skills
4. to perform well in the University Exams

Recommended text - not applicable

Part II – Foundation English courses

Language through Literature- II

Subject Code: LZ14B

LEARNING OBJECTIVES:

1. To use literature as a medium to teach/learn vocabulary, writing mechanics, creative writing and thinking skills
2. To strengthen contextual understanding of the language through texts and offer scope for imaginative involvement and self-expression
3. To help absorb the values, ethics and attitudes of life from personalities, perspectives and the cultural diversity in India from translated literary texts
4. To stimulate interest in acquiring twenty-first century skills
5. To engage in self assessment activities for self- development

SYLLABUS

Unit	Theme	Lessons	Writing Skills
Unit I : History Makers	Vision Mission	1.1 My Experience with ALS by Stephen Hawking 1.2 Vikram Sarabhai by Hariprasad ·	★ Gathering details and information ★ Brainstorming ★ Listing events and experiences ★ Creating mind maps ★ Pre-writing, Writing and Rewriting/Revising ★ Autobiographies and memoirs ★ Biographies
Unit II : Self Help Essay	Introspection Discover	2.1 Attitude by Margaret Atwood 2.2 Creativity by Edward de Bono ·	★ Journal writing ★ Travel writing ★ Preparing checklists and itineraries ★ Writing about social events, festivals, sports ★ Writing about nature and the environment
Unit III :	Futuristic	3.1 The Future of jobs	★ Critical and analytical writing

Contemporary Writing from India	Perspectives	by Amitabh Kant 3.2 Ambassadors of Culture and Arts by Sudha Murthy	★ Analyzing media reports ★ Writing opinions ★ Writing film reviews ★ Writing appraisals
Unit IV : Regional Poems Indian Literature in Translation	Wisdom Introspection Sovereign nation Absolute Truth Friendship	4.1 Those who have lost the · Nectar by O N V Kurup Translated from Malayalam by S. Velayudhan 4.2 Some People Laugh, Some People Cry by Sri Srinivasa Rao Translated from Telugu by V. Narayana Rao and A. K. Ramanujam 4.3 New Delhi 1985 by Namdeo Dhasal Translated from Marathi by Dilip Chitre Short Stories 4.4 The Rogue by Atulananda Goswami Translated from Assamese by the author 4.5 The Holy Panchayat by Premchand Translated from Hindi by Reshme Sehgal ·	★ Translation ★ Writing acrostic poems ★ Critique/culture study ★ Analysing short stories ★ Writing outlines and short stories ★ Rewriting/expanding stories ★ Writing stories based on pictures
Unit V : Fiction	Globalization Social Justice	The White Tiger by Aravind Adiga	★ Creative writing ★ Critical writing

LEARNING OUTCOMES:

After completing the course, the students will be able to

1. improve the ability to gather ideas and information to collaborate and write with clarity and ease
2. attempt different kinds of writing
3. prepare itineraries, checklists and write about social events, festivals, sports, nature and environment
4. critique and analyze various information and write opinions, reviews and appraisals
5. acquire basic skills of translation

6. express understanding of topics/characters/ideas by writing an acrostic poem
7. analyze and critique the unity and diversity in Indian cultures
8. write outlines and stories based on text and picture-based hints
9. rewrite and expand the plot of a story
10. acquire a sensibility to the social and economic divisions that prevail and its consequences
11. enhance the skills of creative and critical thinking that will help them form opinions, make decisions and seek solutions

Textbooks – APERTURE

Part III - Core Courses

Core paper VII: Developmental Psychology - II

Subject code: ST24A

LEARNING OBJECTIVES:

1. To understand the stages in Puberty and adolescence.
2. To infer the characteristics of young Adulthood.
3. To outline the adjustment process related to middle age.
4. To articulate the obstacles, adjustment and characteristics of old age.

Unit I: Puberty

Meaning - Characteristics – Criteria – Causes – Age – Growth spurt – Body changes – Effects of puberty changes – Hazards & Happiness.

Unit II: Adolescence

Characteristics – Developmental tasks – Physical change – Emotional changes – Social change – Interest – Morality – Sex interest and Behaviour – Family relationships – Personality change – Hazards & Happiness.

Unit III: Young Adulthood

Characteristics – Developmental tasks – Changes in interest – Social Mobility – Sex role adjustments – Vocational adjustments – Marital Adjustments – Adjustment to parenthood – Adjustment to singlehood - Hazards of vocational and Marital adjustments – Success of Adjustment to adulthood.

Unit IV: Middle Age

Characteristics – Developmental tasks – Adjustment to physical changes and mental changes – Social Adjustment – Vocational Adjustment – Adjustment to changed family patterns – Being single – loss of a spouse – Adjustment to approaching retirement – Vocational and Marital Hazards - Adjustment to approaching old age.

Unit V: Old Age

Characteristics – Developmental tasks – Adjustment to physical changes – Change in motor and mental abilities -Changes in interests – Vocational Adjustment – Retirement – Changes in family life – loss of a spouse – Living arrangement for elderly hazards.

REFERENCES:

1. Hurlock, E. (1980). Developmental Psychology. New Delhi: Tata McGraw Hill Publishing Co.
2. Santrock, J. W. (1999). Lifespan Development. McGraw Hill.
3. Berk, L. C. (1996). Child development. Delhi, India: Prentice- Hall of India (Pvt) Ltd.
4. Berndt, T.J. (1997). Child development. Madison, WI: Brown & Benchmark Pub.
5. Papalia, D. E., Olds, S. W. (1994). Child development. New York, NY: Tata McGraw Hill.

WEB RESOURCES:

<https://www.coursera.org/learn/developmental-psychology>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Condense the developmental process of puberty and adolescence.
2. Ascribe the various development processes of young adulthood.
3. Elucidate the developmental tasks of middle age.
4. Recognize problems related to old age.

Core paper VIII: Psychological Assessment

Subject code:

LEARNING OBJECTIVES

1. To enable students to assess personality, aptitude, interest, achievements, attitudes, creativity and stress using paper and pencil tests.
2. To understand the procedures to conduct assessment / research using the paper pencil tests
3. To interpret the questionnaires and score them to find the result for each individual and write a case discussion using the same.

SYLLABUS - Concepts:

1. Personality
2. Aptitude
3. Interest
4. Achievement tests
5. Stress and coping
6. Attitudes and behavior
7. Creativity

A minimum of 10 experiments should be conducted.

At least one experiment from each concept should be chosen

List of Psychological Assessments in the Laboratory (For Psychological Assessment in Semester IV)

S. No	Name of the assessment	Description
PERSONALITY		
1	Eysenck's Personality Questionnaire (EPQ)	The Eysenck Personality Questionnaire (EPQ) is a three dimensional personality assessment tool that was preceded by an overlapping two-dimensional measure called the Eysenck Personality Inventory (EPI). The EPI was developed by Hans and Sybil Eysenck to measure the two broad dimensions of Extraversion-Introversion* and Neuroticism-Stability.
2	Levenson's locus of control by Sanjay Vohra	Locus of control will be measured by Levenson's locus of control scale modified by Sanjay Vohra in 1992. This 24-item, 5 point Scale, measures three dimensions of locus of control viz. a) Individual Control (i.e. internal), b) Powerful Others (i.e. external) and c) Chance Control (i.e. external)
APTITUDE		

3	David's Battery of Differential abilities (5 th edition)	This battery consists of eight sub-tests: Numerical ability, Verbal ability, Reasoning ability, Spatial ability, Clerical ability, Closure ability, Mechanical ability and Psychomotor abilities.
ACHIEVEMENT		
4	Achievement motive Test by V.P.Bhargava (1994)	This test consists of 50 items of incomplete sentences, which are to be completed by the subjects by putting a check mark on any of three responses. Time is 30 minutes. Norms are available on 600 college going students from 16 to 22 years.
INTEREST		
5	Comprehensive Interest Schedule (M) & (F)	It helps us to identify interest in eight vocational areas: Influential-Administrative-Enterprising, Venturous-Defense-Sports, Artistic-Creative-Performing, Scientific-Medical-Technical, Analytical, Expressive, Computational, Social, Humanitarian-Education, Nature and Clerical. This has been standardized on a population aged 15-20 years.
STRESS AND COPING		
6	Anxiety, Depression, and Stress Scale by Pallavi Bhatnagar	This test has three sub-scales . namely: Anxiety, Depression and Stress. This 48 item scale is developed on the adult population and measures all the factors.
7	V. Punia and P. Devi.. Coping Strategies Scale	This tool helps measure the various coping strategies that people use to overcome difficult situations.
8	Stress Management Scale by V. Kaushik and N A Charpe	This scale measures stress management among the adults of age between 25-35 years, of both the sexes.
ATTITUDE AND BEHAVIOUR		
9	Attitude towards alcohol and drug usage	This 28-item rating scale measures the attitude of adolescents towards alcohol and drug usage.
CREATIVITY		
10	Mental Imagery Questionnaire by M. Rajamanickam	This 90-item questionnaire is designed to assess the sensory experiences of individuals. This questionnaire consists of six sub tests (15 items in each sub test) referring to six areas of sensory experiences. They are: i) Visual (ii) Auditory, (iii) Gustatory, (iv) Olfactory, (v) Tactual and (vi) Bodily experiences. This general questionnaire can be used among both students and the adult population.

REFERENCES

1. Rajamanickam, (2005). Experimental Psychology with advanced experiments. (Vol.1). New Delhi: Concept Publishing Company.
2. Rajamanickam, (2005). Experimental Psychology with advanced experiments.

- (Vol.2). New Delhi: Concept Publishing Company.
3. Sharma, R.N. & Sharma, R. (2003). Experimental Psychology. New Delhi: Atlantic Publishers & Distributors.
 4. Anastasi, A. & Urbina, S. (2017). Psychological Testing, Noida: Pearson.
 5. Mook, D. (2004). Classic experiments in Psychology. Westport: Greenwood Press.
 6. Gregory, R. J. (2004). Psychological Testing – History, Principles, and Applications, Delhi: Pearson Education.

WEB RESOURCES: nptel.ac.in/courses/109/105/105109118/

LEARNING OUTCOMES

After completion of this subject, students will be able to:

1. Assess Personality, Aptitude & Interest and interpret the results
2. Measure and interpret achievement test, stress and coping levels
3. Select appropriate test to measure attitude, behavior & creativity and discuss the results

Part III - Allied Courses

Allied paper IV: Consumer Behavior & Advertising

Subject code: ST34A

LEARNING OBJECTIVES

1. To introduce the field of Consumer Behaviour and marketing concepts.
2. To kindle their interest in various aspects of consumer research – developing, analysing, conducting and reporting consumer research.
3. To identify the consumer behaviour based on their motivation, needs, perceptions and personalities.
4. To explore advertising, its features, goals, functions, types and models.
5. To learn more about brand building, how agencies work, their tools and ethical standards in advertising.

SYLLABUS

Unit I: Consumer Behaviour

Understanding consumer behaviour- field and scope of consumer behaviour, consumer behaviour and the marketing concepts-customer value, satisfaction, trust and retention-

impact of new technology on marketing strategies.

Unit II: Consumer Research

An overview of the consumer research process—developing research objectives – collecting secondary data – designing primary research – data analysis and reporting research findings – conducting a research study.

Unit III: Consumer as an Individual

Consumer motivation; motivation as a psychological force – the dynamics of motivation – types and system of needs, consumer perception; Sensory dynamics of perception – elements of perception – consumer imagery; personality and understanding consumer behaviour.

Unit IV: Advertising

Meaning, definition – objectives – basic features of advertising – goals and models, functions—advantages and disadvantages of advertising – types of advertising.

Unit V: Advertising in Brand Building

Institutional framework in advertising; advertising agencies – media selection, tools for measuring advertising effectiveness; new media of advertising, ethical standards in advertising.

REFERENCES

1. Batra Rajeev, Myers.G.J, Aakar. D. A .(1990). *Advertising Management*. New Delhi: Prentice Hall of India Ltd.
2. Saxena.R (2016).*Marketing management*, New Delhi: MCGraw Hill Education (India) Pvt.Ltd.
3. Schiffman,L.G, Kanuk,l.l.(1999). *Consumer Behavior*. New Delhi: Prentice Hall of India Ltd.
4. Pillai.R.S.N, Bagavathi.(2010). *Marketing Management*. New Delhi: S.Chand & company Ltd.

WEB RESOURCES

1. <https://www.edx.org/course/buyer-behaviour-and-analysis>
2. <https://www.coursera.org/courses?query=advertising>
3. <https://www.mooc-list.com/course/market-research-and-consumer-behavior-coursera>
4. <https://www.udemy.com/courses/marketing/advertising/>

LEARNING OUTCOMES

After completion of this subject, the students will be able to:

1. Recognize the field and scope of consumer behaviour and impact of new technology on marketing strategies.
2. Plan and construct the different aspects of research in the field of consumer process.
3. Judge the concepts of motivation and perception on consumer behaviour.
4. Illustrate the features, goals, functions, types and models of advertising.
5. Determine the framework in advertising, role of media in advertising and ethical standards in advertising.

Part IV - Soft Skills

Subject code:

Computing Skills Level 2 (Practical)

LEARNING OBJECTIVE

The major objective in introducing the course is to impart hands-on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is a basic course offered at two levels exclusively meant for students with no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching. Pre- requisite : Essentials of Microsoft office as given in Level I.

SYLLABUS

Unit 1: Word processing - Auto formatting; Paragraph and character styles – creating , modifying and using styles; Templates – modifying, attaching and controlling; Tables and columns - creating, manipulating and formulating; mail merge; labels- creating

Unit 2: Data Management – MS Access - Introduction, concepts and terms; database and tables-creating, data types, editing fields, renaming, resizing of fields, finding, sorting and displaying of data –printing

Unit 3: Spreadsheets – MS Excel – Worksheets – moving, copying, sorting, inserting of cells, rows, columns; Charts – creating, editing, adding, rotating, printing, deleting and controlling; graphics- creating and placing, drawing lines and shapes; using multiple worksheets ;printing

Unit 4: Presentations – Powerpoint- starting, browsing and saving, creating, editing, formatting of text and paragraphs, inserting tables and charts; Presentation through slides, handouts and printing.

Unit 5: Graphics and Multimedia - Clip art – create and insert; shapes- draw, insert and copy; create a flow Note – Unit 1 -5 are to be taught as practical with hands on experience

References :

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
4. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

Part IV - Environmental Studies

Subject code:

SYLLABUS

Unit 1: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: Food chains, food webs and ecological succession, Case studies of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state). Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hotspots India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste Pollution case studies.

Unit 6: Environmental Policies & Practices (8 lectures)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in the Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics : Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems- pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

Suggested Readings:

1. Carson , R. 2002. Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H.1993.Water Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine, R.Edward, and Pandit,M.K 2013.Threats from India's Himalayan dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill, John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd. 12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons. UNIVERSITY OF MADRAS U.G. DEGREE COURSE
12. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
13. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
14. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
15. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
16. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
17. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
18. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
19. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press.

SEMESTER V

Part III - Core Courses

Core paper IX: Abnormal Psychology-I

Subject code:

LEARNING OBJECTIVES:

1. To discern the concepts of normal behavior, abnormal behavior and the classification system.
2. To analyze models of abnormality.
3. To distinguish between various neurodevelopmental and neurocognitive disorders based on their clinical features.
4. To subdivide Neurotic disorders.
5. To know the Clinical features of psychosomatic disorders.

SYLLABUS

Unit I: Introduction and Theoretical Perspective

Defining Abnormal Behavior - Causes of Abnormal Behavior: Necessary, Predisposing, Precipitating and Reinforcing causes, Historical views of abnormal behaviour- Brief note on DSM 5 and ICD 11 classification system.

Unit II: Models of Abnormality

Biological – Psychodynamic – Behaviour – Cognitive – Humanistic - Existential, Interpersonal perspective - Bio-cultural.

Unit III: Neurodevelopmental, Conduct & Neurocognitive Disorders

Intellectual disability: Definition, Clinical types and Causal factor, autism spectrum disorder: Clinical Picture and Causal Factors, Specific Learning disorder: Clinical Picture and Causal factors, Attention Deficit /Hyperactivity disorder, Conduct Disorder, Neuro cognitive Disorder.

Unit IV: Anxiety related Disorders

Meaning- Types - Brief description with Causal factors and Treatment: Generalized Anxiety Disorders - Phobic Disorder –Post Traumatic Stress Disorder - obsessive compulsive disorder - panic disorders.

Unit V: Somatic Disorder and Dissociative Disorder

Somatic Symptoms and related disorders (SSD): Complex Somatic Symptom Disorder, Illness Anxiety Disorder- Functional Neurological Disorder, Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization and Derealization Disorder –Causal factors and Treatment.

REFERENCES:

1. Butcher, J.N., Hooley, J. M., Mineka, S., Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson India Education Services Private Limited.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M & Kring, A. M. (2004). Abnormal psychology. Marblehead, MA: John Wiley & Sons Inc.
5. Alloy, L. B., Riskind, J. H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill pubg Co
6. Cutting, J. (1997). Principles of psychopathology. New York, NY: Oxford University Press.

WEB RESOURCES:

1. <https://www.mooc-list.com › tags › abnormal-psychology>.
2. <https://www.mooc-list.com › tags › psychological-disorder>.

LEARNING OUTCOMES:

After completion of this subject, the students will be able to:

1. Discriminate normal & abnormal behavior and outline the historical background and need for classification.
2. Paraphrase the various models of abnormality.
3. Indicate clinical features and causes of neurodevelopmental disorder, conduct disorder & neurocognitive disorder.

4. Elucidate the clinical features and causal factors of anxiety related disorder.
5. Demarcate the clinical features and causal factors of somatic and dissociative disorder.

Core paper X: Social Psychology-I

Subject code:

LEARNING OBJECTIVES:

1. To orient the students about the nature, history, principles and scope of social psychology and its research methods.
2. To highlight the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. To explicate the mutual connection between attitude and behaviour.
4. To clarify the various motives behind conformity, compliance and obedience.
5. To enhance their knowledge on the conditions that promote helping behavior and bystander effect.

SYLLABUS

Unit I: Introduction

Definition of Social Psychology – Nature of Social Psychology- Brief History- Principles of Social Psychology - Social Psychology and Human Values- Social Psychology and Common Sense- Research Methods.

Unit II: The Self

Self-Presentation: Self-Other accuracy in predicting behaviour- Self-Presentation tactics, Self-Knowledge: Introspection, the self from the observer's standpoint, Personal identity versus social identity: the importance of the social context and others' treatment; Social Comparison: Self-serving biases and unrealistic optimism, Self-esteem: the measurement of self-esteem - the impact of migration on self-esteem - gender differences and self-esteem, Self as a target of prejudice: concealing one's identity and its impact on wellbeing - overcoming the effects of stereotype threat.

Unit III: Social Beliefs and Judgements

Judging the social world: Perceiving the social world - Explaining the social world– Importance of social beliefs- Self-fulfilling prophecy, Cognitive social psychology, Behavior and Attitudes: Conditions When Attitudes Determine Behavior – Conditions When behavior Determines

Attitudes- Explaining Why behavior Affects Attitudes, Self-presentation: Impression Management, Self-justification: Cognitive Dissonance- Self-perception: Comparing the theories.

Unit IV: Conformity, Compliance and Obedience

Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience- Factors Predicting Conformity- Reasons for Conformity- Characteristics of people who conform- Resisting social pressures to conform, Compliance: Principles of compliance, Effectiveness of compliance strategies, Obedience: Causes & resisting the effects of destructive obedience.

Unit V: Helping Behavior

Altruism and prosocial behavior: Theoretical perspectives- Bystander Effect, Helping: Reasons for Helping – Conditions Governing Helping – Characteristics of People Who Help– Increasing Helping behavior.

REFERENCES:

1. Myers, D.G. & Twenge, J.M. (2017): *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Pvt. Limited.
3. Myers, D.G. (2002). *Social psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social psychology*. New Delhi, India: Dorling Kindersley (India) Private Limited

WEB RESOURCES:

1. [https://www.coursera.org/learn/socialpsychology/?ranMID=40328&ranEAID=*GqSdLGGurk&ranSiteID=.GqSdLGGurk6qQRb9zwbNYuDhfXQHoxgQ&siteID=.GqSdLGGurk6qQRb9zwbNYuDhfXQHoxgQ&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=*GqSdLGGurk](https://www.coursera.org/learn/socialpsychology/?ranMID=40328&ranEAID=*GqSdLG Gurk&ranSiteID=.GqSdLGGurk6qQRb9zwbNYuDhfXQHoxgQ&siteID=.GqSdLGGurk6qQRb9zwbNYuDhfXQHoxgQ&utm_content=10&utm_medium=partners&utm_source=linkshare&utm_campaign=*GqSdLGGurk)
2. <https://www.psywww.com/intropsych/ch15-social/conformity.html>
3. <https://www.psywww.com/intropsych/ch15-social/bystander-apathy.html>
4. <https://www.psywww.com/intropsych/ch15-social/helpful-behavior.html>
5. <https://www.psywww.com/intropsych/ch15-social/persuasion-and-attitude-change.html>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the nature, history, principles and scope of social psychology and methods used in social psychology research.

2. Illustrate the significance of self- presentation behaviors in relation to the multifaceted development of the self.
3. Infer the interconnections between attitude and behaviour.
4. Compare the reasons for conformity, compliance and obedience.
5. Summarize the conditions promoting helping behavior and infer conditions of bystander effect.

Core paper XI: Introduction to Research Methodology

Subject code:

LEARNING OBJECTIVES:

1. To explain the significance of psychological research and give an overview of the research methods and process.
2. To explicate the importance of formulating a research problem and hypothesis.
3. To list the different types of sampling and the purpose of choosing each of them for data collection.
4. To enhance their knowledge about the different types of research methods and sources of data.
5. To orient the students about writing a research report.

SYLLABUS

Unit I: Research Methodology: An Introduction

Definition- Need and Importance of psychological Research- Objectives of Research - Types of Research - The Research Process - Principles of a Good Research - Problems encountered by researchers in India.

Unit II: Research Problem, Hypothesis and Review of Literature

Research Problem: Meaning and characteristics of a problem - ways in which a problem is manifested - Types of Problems, Hypothesis: Meaning and characteristics of a good hypothesis – Types - Sources and Functions of Hypotheses, Reviewing the Literature: Purpose of Review - Sources of Review.

Unit III: Sampling

Meaning and Need for sampling - Fundamentals of sampling- Factors influencing decision to sample- Types of Sampling: Probability and Non probability- Probability Sampling: Simple random, stratified random and area cluster sampling - Non probability sampling: Quota, Accidental, Judgemental or purposive, systematic and snowball sampling.

Unit IV: Methods of Data Collection

Primary data: Questionnaire and schedule – Interview - Observation as a tool of Data Collection, Difference between Participant observation and non-participant observation - Rating Scale, Secondary data: Sources.

Unit V: Writing a Research Report

Meaning- General purpose of writing a research report-of a research report, Styles of writing a research report- Types of research reports- Precautions in writing research report.

REFERENCES:

1. McBurney, D.H. (2007). Research methods; New Delhi, India: Thomson Wadsworth.
2. Singh, A.K. (2012). Tests, measurements and research methods in behavioral sciences. Patna, India: B.B. Printers.
3. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). Essentials of research methods in psychology. New Delhi, India: Tata McGraw-Hill Education Private Limited.
4. Haslam, A.S., & McGarty, C. (2003). Research methods and statistics in psychology. New Delhi, India: Sage Publications.
5. Ramadass, P., & Aruni, W. A. (2009): Research and writing across the disciplines; Chennai, India: MJP Publishers.

WEB RESOURCES:

1. <https://www.classcentral.com/course/swayam-introduction-research>

LEARNING OUTCOMES:

After completion of this subject, the students will be able to:

1. Explain the needs, objectives, importance, problem and process of research based on review of literature.
2. Identifying research problems and formulating hypotheses.
3. Distinguish between the different types of sampling.
4. Examine the methods used in data collection.
5. Demonstrate an understanding of writing a research report.

LEARNING OBJECTIVES:

1. To acquaint the students with the definition and scope of Health Psychology.
2. To describe the various models of health behaviour.
3. To delineate the different types of pain, corresponding symptoms and suitable intervention.
4. To provide an elaborate account of the various theories of stress, its sources and coping mechanisms.
5. To suggest strategies for health promotion.

SYLLABUS

Unit I: Introduction to Health Psychology - Health Behaviour

Health psychology: Definition and Need-The biopsychosocial model- Patient Practitioner relationship- Training for a career in health psychology, Introduction to health behaviour- Factors influencing the practice of health behaviour.

Unit II: Models of Health Behaviour

Changing health habits using theoretical models: Health belief model, Theory of planned behaviour, Cognitive behavioural approaches to change health behaviour, Trans theoretical model of behaviour change, Avenues for health habit modification

Unit III: Chronic Illness and Pain

Illness Factors: Onset, Progression, Types of Symptoms, Quality of Life, Personal issues in chronic illness, coping with chronic illness, Co management of chronic illness, Psychosocial Interventions, Pain: definition, types of pain, Pain control techniques, Pain management

Unit IV: Stress and Coping

Stress: definition, dimensions of stress- sources of chronic stress- Theoretical contributions: Lazarus's Appraisal Model, Flight or fight response, General adaptation Syndrome- Tending and Befriending Model- Coping with stress- Sources of stress.

Unit V: Promoting Health Behaviour

Smoking: Effects of smoking- reasons for smoking, Alcoholism: effects- reasons - Interventions for reducing smoking - changing problem drinking, Management of Overweight & obesity- effects of dieting & physical activity.

REFERENCES:

1. Boyer, B., & Paharia, I. (2008). *Comprehensive handbook of clinical health psychology*. Edison, NJ: John Wiley & Sons.
2. Sarafino, E. (1994). *Health psychology*. Edison, NJ: John Wiley & Sons.
3. Taylor, S. (1995). *Health psychology* (6th ed.). Toronto, Canada: McGraw-Hill Ryerson.
4. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). *Health psychology: Theory, research and practice* (2nd ed.). New Delhi, India: Sage Publications.
5. Branmon, L., & Frist, J. (2010). *Introduction to health psychology*; New Delhi, India: Cengage Learning India Pvt Ltd.

WEB RESOURCES:

1. <https://www.mooc-list.com/course/social-context-mental-health-and-illness-coursera>
2. <https://www.mooc-list.com/course/science-health-care-delivery-coursera>
3. <https://www.mooc-list.com/course/understanding-cancer-metastasis-coursera>
4. <https://www.mooc-list.com/course/quality-improvement-healthcare-case-change-futurelearn>
5. <https://www.mooc-list.com/course/implementing-patient-safety-or-quality-improvement-project-patient-safety-v-coursera>
6. <https://www.mooc-list.com/course/instructional-methods-health-professions-education-coursera>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the definition and scope of Health Psychology.
2. Explain the various models of health behaviour.
3. Identify types of pain, symptoms and suitable intervention.
4. Summarize theories of stress, sources of stress and coping.
5. Explain health promoting strategies.

Part III - Elective Courses

Elective I - Sports Psychology

Subject Code:

LEARNING OBJECTIVES

1. To introduce Sports Psychology, its history, current need and importance as well as research methods used in Sports Psychology.
2. To understand the relation between physical activity and mental health, especially in specific areas such as cognitive functioning, anxiety, depression, positive mood and stress reactivity.
3. To describe the nature and measurement of attitude towards sports behavior
4. To have a deeper knowledge on skill acquisition and expertise, the role of nature and nurture, and the existence of super abilities.
5. To orient them on the prevalence, etiology and intervention of alcohol and drug use among athletes.

SYLLABUS

Unit I – Nature and definition of sport psychology

A brief history and development of sport psychology – Research methods used in sports Psychology – Role of sports psychologists – Need and importance of sports psychology.

Unit II - Physical Activity and Mental Health

Exercise and cognitive functioning – exercise and reduction in anxiety and depression and increases in positive mood. – Exercise and stress reactivity.

Unit III - Attitudes to sport

The nature of attitudes -Measuring attitudes - The formation of attitudes to sport -Attitudes to competition - Attitudes to sport and sporting behavior

Unit IV - Skill acquisition and expertise

Definitions - Classifying abilities and skills - Two linked issues: the existence of super ability- and the nature–nurture debate in sport- Stages of skill acquisition -The information-processing approach to skills

Unit V - Alcohol and Drug Use among Athletes: Prevalence, Etiology, and Interventions
Prevalence of Alcohol among athletes – Recreational drugs – Ergogenic drugs – Painkillers drugs – Stimulants – Prevention and treatment

REFERENCES

1. Matt Jarvis (2006). *Sports Psychology –A student's Handbook*, Routledge Publication.
2. D.F.Shaw, T.Gorely & R.M.Corban (2005). *Sports and Exercise Psychology*, BIOS Publisher.
3. Gershon Tenenbaum and Robert C. Eklund .(2007). *Handbook of Sports Psychology* ,

John Wiley & Sons, Inc.

4. Arnold LeUnes (2011). *Introducing Sports Psychology – A practical Guide*, Icon book Publication.
5. Gangopadhyaya, S.R.(2008). *Sports Psychology*, Publications - New Delhi.
6. Gurbakhsh S. Sandhu (2002). *Psychology in Sports - A Contemporary Approach*, Friends Publishers, New Delhi.

WEB RESOURCES

1. <https://www.classcentral.com/course/independent-sports-psychology-the-winning-mindset-2373->
2. <https://www.olympic.org/news/new-sports-psychology-course-available-on-ioc-athlete-mooc>
3. <https://www.coursera.org/learn/sports-society>

LEARNING OUTCOMES

After completion of this subject, the students will be able to:

1. Recognize the need, importance and research methods in sports psychology
2. Associate physical activity and Mental Health
3. Illustrate the nature, measurement of attitude towards sports behavior
4. Evaluate and group various abilities and skills
5. Explain and analyse the prevalence, etiology and intervention of alcohol and drug use among athletes

Part IV - Value Education

Subject code:

LEARNING OBJECTIVE:

Values are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human beings, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values,

doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

Unit I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

Unit II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Teamwork – Positive and creative thinking.

Unit III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

Unit IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

Unit V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

REFERENCES :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.

9. Swami Budhananda (1983) How to Build Character A Primer : Ramakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003

SEMESTER VI

Part III - Core Courses

Core paper XIII: Abnormal Psychology-II

Subject code:

LEARNING OBJECTIVES

Unit I: Mood Disorders

Unipolar mood disorder: Biological - Psychosocial - Socio- cultural Causal factors, Bipolar disorders: Biological – Psychosocial - Socio- cultural Causal Factors – Treatment, Suicide: causes - prevention

Unit II: Schizophrenia and Other Psychotic Disorders

Schizophrenia: Meaning - Clinical features positive symptoms- negative symptoms –Causes – treatment - Subtypes, Other Psychotic Disorders: Causal Factors – Treatment.

Unit III: Personality Disorder

Cluster A disorders: Meaning - types- causes- treatment, Cluster B disorders: Meaning Types- causes- treatment, Cluster C disorders: Meaning- types- causes- treatment.

Unit IV: Substance related Disorders

Psychoactive drugs: Meaning – types, Concepts: Substance Abuse- Tolerance- DependenceAddiction - withdrawal symptoms. Addiction Disorders: Alcohol Abuse and Dependence - Drug Abuse and Drug Dependence - Causal factors – Treatment.

Unit V: Prevention and Treatment

Types of prevention - Primary, Secondary and Tertiary Prevention, Psychological approaches to treatment: Psycho dynamic therapy- Behavior therapy- Cognitive and Cognitive Behavioral therapies- Humanistic and Existential therapies- Family and Marital Therapy- Eclecticism and Integration-Indigenous systems: Yoga and Meditation.

REFERENCES:

1. Butcher, J.N., Hooley, J.M., Mineka, S., & Dwivedi, C.B. (2017). Abnormal psychology. New Delhi, India: Pearson Publication.
2. Barlow, D. (2017). Abnormal psychology and casebook in abnormal psychology. Belmont, CA: Wadsworth.
3. Comer, R. (2018). Fundamentals of abnormal psychology. New York, NY: Worth Publishers.
4. Davison, G.C., Neale, J.M., & Kring, A. M. (2004). Abnormal psychology. Malden, MA: John Wiley & Sons Inc.
5. Alloy, L.B., Riskind, J.H., & Manos, M.J. (2005). Abnormal psychology. New Delhi, India: Tata McGraw Hill publishing Co.
6. Cutting, J. (1997) Principles of Psychopathology. New York, NY: Oxford University Press.

WEB RESOURCES:

1. Abnormal Psychology made easy – www.udemy.com
2. Introduction to abnormal behavior and clinical psychology – [www.udemy .com](http://www.udemy.com)

LEARNING OUTCOMES:

After completion of this subject, the students will be able to:

1. Explain the causes of unipolar and bipolar disorder and treatment.
2. Outline the clinical feature, causal factor and treatment of schizophrenia and other psychotic disorders.
3. Summarize types, causes and treatment of Personality disorder.
4. Explain the types, causal and treatment of substance related disorder.
5. Identify the different types of prevention and summarize the different models of therapies.

Core paper XIV: Social Psychology-II

Subject code:

LEARNING OBJECTIVES:

1. To present the various theories of persuasion and illustrate the factors in resisting persuasion.
2. To relate the influence of various group behaviors to individual performance.
3. To discuss the nature, sources and consequences of prejudice and exemplify the methods to offset the effects of prejudice.
4. To elucidate the theories of aggression and strategies to regulate aggression.
5. To examine the underlying forces of intimate relationships concerning internal and external sources of attraction.

SYLLABUS

Unit I: Persuasion

Theories of Persuasion: the central route - the peripheral route - different pathways for different purposes- Elements of Persuasion: communicator, content, channel, audience –Cults & persuasion - Resisting Persuasion: strengthening personal commitment, inoculation programs, implications of attitude inoculation.

Unit II: Group Influence

Definition of Group - Social Facilitation: mere presence of others, crowding, factor, Social Loafing: Introduction, social loafing in everyday life, Deindividuation: importance of working together, diminishing self-awareness, Group Polarization: The risky shift phenomenon, Group influence on opinions, Group Think: symptoms, critiquing, preventing groupthink, group problem solving, The influence of the minority: consistency, self-confidence, deflections from majority, leadership as minority influence.

Unit III: Prejudice

Nature and Power of Prejudice – Social Sources of Prejudice – Motivational Sources of Prejudice – Cognitive Sources of Prejudice – Consequences of Prejudice Discrimination prejudice in action- Techniques for countering the effects of prejudice.

Unit IV: Aggression

Aggression: Definition - Hurting Others – Theories of Aggression – Media violence - Sexual violence - Strategies to reduce Aggression.

Unit V: Liking, Love and Other Close Relationships

Internal sources of liking others: the role of needs and emotions, External sources of attraction: the effects of proximity, familiarity and physical beauty- Sources of liking based on social interaction - Close relationships - foundations of social self - Divorce & the detachment process.

REFERENCES:

1. Myers, D.G., & Twenge, J.M. (2017). *Social psychology*. New York, NY: McGraw – Hill Education.
2. Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). *Social psychology*. Chennai, India: Pearson India Education Services Private Limited.
3. Myers, D.G. (2002). *Social Psychology*. New York, NY: McGraw Hill Book Company.
4. Baron, A., & Byrne, D. (2002). *Social Psychology*. New Delhi, India: Prentice-Hall of India.
5. Baron, A., Branscombe, N., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*. New Delhi, India: Dorling Kindersley (India) Private Ltd.

WEB RESOURCES:

1. https://www.sagepub.com/sites/default/files/upm-binaries/4985_Dainton_Chapter_5.pdf
2. <https://facultystaff.richmond.edu/~dforsyth/pubs/ForsythBurnette2010Proofs.pdf>
3. https://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/0132824892.pdf
4. <https://2012books.lardbucket.org/pdfs/social-psychology-principles/s13-aggression.pdf>
5. https://he.kendallhunt.com/sites/default/files/heupload/pdfs/Curnalia_Insights_1e_Ch10.pdf
6. <https://www.coursera.org/learn/social-psychology>
7. <https://nptel.ac.in/courses/109/104/109104048/>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the theories of persuasion and illustrate the factors in resisting persuasion.
2. Determine the influence of various group behaviors in relation to individual's Performance.
3. Outline the nature, sources and consequences of prejudice and illustrate methods to counteract effects of prejudice.
4. Summarize the theories of aggression and strategies to regulate aggression.
5. Identify the dynamics of intimate relationships in relation to internal and external sources of attraction.

Core paper XV: Introduction to Theories of Personality

Subject code:

LEARNING OBJECTIVES:

1. To orient the students to the concept, assessment, measurement and research methods of Personality.
2. To compare and contrast the various psychoanalytic perspectives of Personality.
3. To describe the life span and trait perspective of Personality.
4. To apprise them about the existential humanistic perspective of Personality.
5. To differentiate the Behavioural, Cognitive and Social perspectives of personality.

Unit I: Concept, Assessment, Measurement and Research Methods

Personality: Definition, Meaning & Nature - Individual Uniqueness – Gender – Culture – Formal Theories – Personal Theories – Subjectivity in Personality Theories - Self-Report Measure: Biological Measures – Behavioural Assessment – Projective Techniques – Clinical Interviews – Online and Social Media Analysis.

Unit II: Psychoanalytic Theories

Sigmund Freud: Classical Psychoanalysis – Instincts – Structure of Mind – Psychosexual Development – Therapeutics Techniques – Free Association – Catharsis – Dream Analysis; Carl Jung: Analytical Psychology – Psychological Types – Collective Unconscious; Alfred Adler: Individual Psychology – Inferiority Feelings – Role of Birth Order.

Unit III: Lifespan and Trait Perspectives of Personality

Erik Erikson: Identity Formation – Ego Crises – Approaches to Trait: Lexical – Statistical – Theoretical; Gordon Allport: Culture – Functional Equivalence – Personal Dispositions, Eysenck's: Hierarchical Model of Personality, Cattell's Taxonomy: The 16 Personality Factor System

Unit IV: Existential-Humanistic Perspectives of Personality

Roots in Gestalt – Kurt Lewin's Field; Martin E. P. Seligman: Learned Helplessness and the Optimistic/ Pessimistic Explanatory Style, Rotter: Locus of Control theory Maslow: Hierarchy of Needs – Self-Actualization, Rogers: Growth – Inner Control – Becoming One's Self.

Unit V: Behavioral, Cognitive and Social Perspective of Personality

Albert Bandura: Social-Cognitive Learning Theory- Self- System, Skinner: Operant Conditioning; Cognitive Style – Perceptual Mechanisms – Schema Theory – Kelly's Personal Construct Theory

REFERENCES:

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P.D., Schultz, S.E., & Schultz, S. (2012). *Theories of personality*, Delhi, India: Cengage Learning.
3. Friedman, H.S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research*, Boston, MA: Pearson/Allyn and Bacon.
4. Larsen, R.J., & Buss, D.M. (2018). *Personality psychology: Domains of knowledge about human nature*, Boston, MA: McGraw-Hill.
5. Rao, K., Paranjpe, A.C., & Dalal, A.K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

WEB RESOURCES:

1. Personality development – course – Swayam
https://swayam.gov.in/nd2_cec19_mg36/preview
2. Psychology of Development and Learning – Course – Swayam
https://swayam.gov.in/nd2_cec20_ed01

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Explain the concept, assessment, measurement and research methods of Personality.
2. Outline the various psychoanalytic perspectives of Personality.
3. Summarize the life span and trait perspective of Personality.
4. Outline the existential humanistic perspective of Personality.
5. Explain Behavioural, Cognitive and Social perspectives of personality.

Part III - Elective Courses

Elective II - Guidance and Counselling Psychology

Subject Code:

LEARNING OBJECTIVES:

1. To highlight the need and importance of counselling in the current context.
2. To familiarize the students with the various approaches in counselling and elaborate on the types, uses & diagnosis in the counselling process.
3. To demonstrate the interpretation of psychological tests in counselling.
4. To specify the qualities of an effective counsellor.
5. To acquaint them with the special areas of counselling.
6. To state the ethical guidelines laid down by the American Psychological Association and define the role of a counsellor in promoting good Mental Health.

Unit I: Nature and Scope of Guidance and Counselling

Counselling and Guidance: Meaning- Nature - Need and Functions of Guidance and Counselling - Emergence of Guidance and Counselling in India - Goals and Scope of Guidance and Counselling - Types of Counselling Services.

Unit II: Approaches to Counselling and the Counselling Process

Directive and non-directive approaches - Humanistic approach- Behaviouristic approach - Existential Approach - Eclectic Approach, Counselling Process: Preparation for counselling, Steps in the counselling process.

Unit III: Psychological Testing and Diagnosis

Use of psychological tests in guidance and counselling - Types of psychological tests - Nature of a good psychological test - Test interpretation in counselling - Limitations of psychological tests - Diagnosis and its limitations.

Unit IV: Counsellor Qualities, Skills and Ethical Responsibilities

Qualities of an effective counsellor, Counsellor Skills: Building Trust- Listening – Attending – Observing - Building Rapport - Demonstrating Empathy, Ethics in counselling.

Unit V: Special Areas in Counselling

Family group consultation - Counselling Families Concerning Children - Counselling with Parents - Counselling the Delinquent - Marriage Counselling - Premarital Counselling - Counselling the Handicapped - Career Counselling - Adolescent Counselling- Role of Counsellor in fostering Good Mental Health.

REFERENCES:

1. Rao, N. (2013). *Counselling and Guidance*. Chennai, India: Tata McGraw Hill.
2. Gladding, S.T. (2017). *Counselling: A comprehensive profession*. Chennai, India: Pearson.
3. Gibson, R.L., & Mitchell, M. H. (2007). *Introduction to counselling and guidance*. Upper Saddle River, NJ: Prentice Hall.
4. Nayak, A.K. (2007): *Guidance and counseling*. New Delhi, India: APH Publishing.
5. Barki, B.G., & Mukhopadhyay, B. (2008): *Guidance and counselling manual*. New Delhi, India: Sterling.
6. Kochhar, S.K. (1984). *Guidance and counselling in colleges and universities*. New Delhi, India: Sterling.

WEB RESOURCES:

1. <https://nptel.ac.in/courses/109/107/109107155/>
2. <https://youtu.be/lo4DPYYQrGc>
3. <https://www.mooc-list.com/course/counseling-and-psychotherapy-theory-edx>
4. [https://swayam.gov.in/search? Keyword=Counselling%20Psychology](https://swayam.gov.in/search?Keyword=Counselling%20Psychology)

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Identify the need and importance of counselling in the current context.
2. Explain the various approaches in counselling and the types, uses & diagnosis in the counselling process.
3. Summarize the interpretation of psychological tests in counseling.
4. List the qualities of an effective counsellor.
5. Identify the special areas of counselling.
6. Spell out the ethical guidelines laid down by the American Psychological Association and the role of counsellor in promoting good Mental Health.

Elective III - Human and Resource Management

Subject Code:

LEARNING OBJECTIVES:

1. To introduce the basic concepts of human resource management.

2. To enable the students to comprehend the need for job analysis in relation to Human Resource Planning and Recruiting.
3. To apprise them of the strategies for Training Needs Analysis and employee development.
4. To acquaint them with the various techniques adopted in performance appraisal.
5. To deepen their understanding about how stress management, conflict management and employee empowerment aid in boosting employee motivation.

Unit I: Introduction to Human Resource Management (HRM)

The concept of human resource management and its importance, The trends shaping human resource management – Globalization and Competition trends, Indebtedness and deregulation, Technological trends, Trends in the nature of work, Workforce and demographic trends, Economic challenges and trends. Important trends in human resource management – The new human resource managers, HRM in India, Strategic human resource management, High-performance work systems, Evidence-based human resource management, Managing ethics, HR qualifications

Unit II: Job Analysis and Human Resource Planning and Recruiting

The basics of job analysis, Job analysis in a worker empowered world, The recruitment and selection process, Planning and forecasting, The need for effective recruiting, Internal sources of candidates, Outside sources of candidates, Recruiting a more diverse workforce

Unit III: Training and Developing Employees

Introduction to orienting and training employees, Analysing training needs and designing the program, Implementing training programs, Implementing Management Development programs, Managing organizational change programs, Evaluating the training effort

Unit IV: Performance Management and Appraisal

Basic concepts in performance management and appraisal, Techniques for appraising performance, dealing with performance appraisal problems, appraisal interview, performance management.

Unit V: Employee Motivation

Stress management in organization, Conflict management in organisation, Providing incentives, empowerment of employees, attention to women related issues.

REFERENCES:

1. Dessler, G., & Varkkey, B. (2011). *Human Resource Management*. Dorling Kindersley\ (India) Pvt. Ltd: New Delhi.
2. Aswathappa, K. (2012). *Human Resource Management – Text and Cases*. Tata McGraw Hill: New Delhi
3. Cascio, W.F., & Nambudiri, R. (2010). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Tata McGraw Hill: New Delhi

WEB RESOURCES:

1. <https://www.coursera.org/learn/ai-for-everyone>
2. <https://www.coursera.org/learn/the-science-of-well-being>
3. <https://www.classcentral.com/course/introduction-to-engagement-and-motivation-atwork-13193>
4. <https://www.classcentral.com/course/managing-people-motivation-12718>
5. <https://www.udemy.com/courses/personal-development/>

LEARNING OUTCOMES:

After completion of this subject, students will be able to:

1. Outline the basic concepts of human resource management.
2. Relate the need for job analysis in relation to Human Resource Planning and Recruiting.
3. List strategies for analysing training needs and developing employees.
4. Explain the techniques of performance appraisal.
5. Spell out how stress management, conflict management and employee empowerment help in employee motivation

INTERNAL ASSESSMENT

Total - 25 Marks

Mode of assessment	Computation of marks
CIA I – 25 Marks (Continuous Internal Assessment – Written test in 1 or 2 units in the paper)	Average of the 2 CIAs, converted into 10 marks.
CIA II – 25 Marks	
3 – 4 written assignments on topics in the subject	Total of marks obtained in the assignments, converted into 5 marks

1 seminar on topics in the subject (presentation may be individually assigned or as group work) Please note: Seminars may be replaced by other modes of assessment such as Quiz, Debate & Group Discussion	Marks obtained in seminar, converted into 5 marks
Attendance – 5 Marks	5 marks
TOTAL	25 marks

Applies to all Major, Allied and Elective papers.

ALL THE BEST

ANNA ADARSH COLLEGE FOR WOMEN

DEPARTMENT OF COMPUTER SCIENCE WITH DATA SCIENCE – SHIFT I

PROGRAMME: B.Sc. COMPUTER SCIENCE WITH DATA SCIENCE

LIST OF STAFF MEMBERS

S.No	Name	Designation	Degree
1	Dr.Hannah Vijaykumar	Associate Professor	M.C.A., M.Phil., Ph.D
2	Dr. Priyanka M	Assistant Professor	M.Sc., Ph.D

Program Outcomes:

After completing B.Sc. Computer Science with Data Science Program students will be able to:

PO1: Understand the basic principles and concepts of Computer Science and Data Science with a integrate the knowledge gained in the domain with practical needs of the society and be an ethically and socially responsible Professional.

PO2: Explore latest emerging technologies in diverse areas of Computer Science and inculcate skills for successful career, entrepreneurship and higher studies

PO3: Apply the concepts of Computer and practices via emerging technologies and Software development tools to solve pragmatic social concerns.

PO4: communicate scientific information in a clear and concise manner both orally and in writing.

PO5: To train students in professional skills related to Software Industry.

Course Structure

B.Sc. COMPUTER SCIENCE WITH DATA SCIENCE

SYLLABUS 2022-2023

SEMESTER I

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER I				EXT	CIA	TOTAL
I	Tamil/other languages-I	3	3	75	25	100
II	English-I	3	3	75	25	100
III	Core I-Introduction to Data Science	4	3	75	25	100
III	Core I- Data Science using python lab	3	3	60	40	100
III	Allied I-Mathematics I	5	3	75	25	100
IV	Basic Tamil/Advanced Tamil/Non-Major Elective I	2	3	75	25	100
IV	Soft Skill I	3	3	50	50	100
	Total Credits	23				

SEMESTER II

PART	Name of Course	Credits	Exam Hours	MAXIMUM MARKS		
SEMESTER II				EXT	CIA	TOTAL
I	Tamil/other languages-II	3	3	75	25	100
II	English-II	3	3	75	25	100
III	Core II-Java and Data Structures	4	3	75	25	100
III	Core II- Data Structures using Java Lab	3	3	60	40	100
III	Allied II-Mathematics II	5	3	75	25	100
IV	Basic Tamil/Advanced Tamil/Non Major elective II	2	3	75	25	100
IV	Soft Skill II	3	3	50	50	100
	Total Credits	23				

SEMESTER I	Subject title	subject code	Credit
	TAMIL -I	LA11A	3

சென்னைப்பல்கலைக்கழகப்பாடத்திட்டமாற்றம்

2020 ஆம்கல்வியாண்டுமுதல்

பொதுத்தமிழ் – (Foundation Course)

B.A./B.Sc./B.Com.,

முதற்பருவம் I SEMESTER

BFC-LT001

பாடப்பகுப்பு

I இலக்கியம்

II பாடம்சார்ந்ததமிழிலக்கியவரலாறு

III மொழிப்பயிற்சி

முதல்பருவம்

இலக்கியம்

அலகு 1

மரபுக்கவிதை

- பாரதியார் – பாரதசமுதாயம்.
- பாரதிதாசன் – ஒற்றுமைப்பாட்டு
- கவிமணிதேசிகவிநாயகம்பிள்ளை – உடல்நலம்பேணல்
- நாமக்கல்கவிஞர்வெ. இராமலிங்கம்பிள்ளை – தமிழன்இதயம்
- கவிஞர்கண்ணதாசன் – குடும்பம்ஒருகதம்பம்
- பட்டுக்கோட்டைஅ. கல்யாணசுந்தரம் – வருங்காலம்உண்டு
- தமிழ்ஒளி – வழிப்பயணம்

புதுக்கவிதை

- கவிஞர்ந. பிச்சமூர்த்தி – காதல், லீலை
- கவிஞர்அப்துல்ரகுமான் – பித்தன்
- கவிஞர்மு.மேத்தா – ஒருகடிதம்அனாதையாகிவிட்டது, நிழல்கள்
- கவிஞர்இன்குலாப் – ஒவ்வொருபுல்லையும்பெயர்சொல்லிஅழைப்பேன்

- கவிஞர்தமிழன்பன் – சொல்லில்உயர்வுதமிழ்ச்சொல்லே
- கவிஞர்வைரமுத்து – விதைச்சோளம்
- கவிஞர்அ.சங்கரி – இன்றுநான்பெரியபெண்

அலகு 2

- ஏற்றப்பாட்டு
- தெம்மாங்கு
- அம்பாபாடல்கள்
- விளையாட்டுப்பாடல்கள்
- நடவுப்பாடல்கள்

அலகு 3

சிறுகதைகள்

- கு.ப.ரா – கனகாம்பரம்
- கு.அழகிரிசாமி – குமாரபுரம்ஸ்டேஷன்
- தமிழ்ச்செல்வன் – வெயிலோடுபோய்
- தோப்பில்முகமதுமீரான் – வட்டக்கண்ணாடி
- அம்பை – பிளாஸ்டிக்டப்பாவில்பராசக்திமுதலியோர்

உரைநடை

- இரா.பி.சேதுப்பிள்ளை – வண்மையும்வறுமையும்

அலகு 4

- நா.முத்துசாமி – நாற்காலிக்காரர்

அலகு 5

தமிழிலக்கியவரலாறு

- மரபுக்கவிதை – இருபதாம்நூற்றாண்டுகவிஞர்கள்
- புதுக்கவிதை

- நாட்டுப்புறப்பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள்
- சிறுகதை, உரைநடைவரலாறு
- நாடகம் – சார்ந்தபகுதிகள்

அலகு 6

மொழிப்பயிற்சி

- வாக்கியவகை(தொடர்வாக்கியம், தனிவாக்கியம், கூட்டுவாக்கியம்)
- இருவழக்குகள் (பேச்சு, எழுத்து)
- எழுவாய், பயனிலை, செயப்படுபொருள்
- ஒருமை, பன்மைமயக்கம்
- திணை, பால், எண், இடவேறுபாடு
- நால்வகைச்சொற்கள் (பெயர், வினை, இடை, உரி)
- அகரவரிசைப்படுத்துதல்

மதிப்பெண்பங்கீடு– I & II – 50 மதிப்பெண்கள்

III – 25 மதிப்பெண்கள்

SEMESTER I	Subject title	subject code	Credit
	FRENCH -I	CLK1S	3

COURSE OBJECTIVES

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only). Unité 1 - Salut! Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 –

Enchanté ! Demander de se présenter - Présenter quelqu'un

Unité 3 –

J'adore ! Exprimer ses goûts - Échanger sur ses projets

Unité 4 –

Tu veux bien ? Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 –

On se voit quand ? Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 –

Bonne idée ! Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

COURSE OUTCOMES

Learners are able

- To comprehend and express themselves well
- To have an interest to look into another world
- To improve communication skills
- To perform well in the University Exams .

Recommend text : Not applicable

SEMESTER I	Subject title	subject code	Credit
	COMMUNICATIVE ENGLISH -I	LZ11A	3

CONTENTS Semester 1

Units	Page
Unit I (20 hours)	5 - 57
1. Listening and Speaking	
a. Introducing self and others	6 - 18
b. Listening for specific information	
c. Pronunciation (without phonetic symbols)	
i. Essentials of pronunciation	
ii. American and British pronunciation	
iii.	
2. Reading and Writing	19 - 31
a. Reading short articles – newspaper reports / fact based articles	
i. Skimming and scanning	
ii. Diction and tone	
iii. Identifying topic sentences	
b. Reading aloud: Reading an article/report	
c. Journal (Diary) Writing	58 - 122
3. Study Skills - 1	32 - 34
a. Using dictionaries, encyclopaedias, thesaurus	58 - 67
4. Grammar in Context:	35 - 57
Naming and Describing	
• Nouns & Pronouns	
• Adjectives	
Unit II (20 hours)	
1. Listening and Speaking	68 - 93
a. Listening with a Purpose	
b. Effective Listening	
c. Tonal Variation	
d. Listening for Information	
e. Asking for Information	
f. Giving Information	
2. Reading and Writing	
1. a. Strategies of Reading: Skimming and Scanning	
b. Types of Reading :	

<p>Extensive and Intensive Reading</p> <p>c. Reading a prose passage</p> <p>d. Reading a poem</p> <p>e. Reading a short story</p> <p>2. Paragraphs: Structure and Types</p> <p>a. What is a Paragraph?</p> <p>b. Paragraph structure</p> <p>c. Topic Sentence</p> <p>d. Unity</p> <p>e. Coherence</p> <p>f. Connections between Ideas: Using Transitional words and expressions</p> <p>g. Types of Paragraphs</p> <p>3. Study Skills II:</p> <p>Using the Internet as a Resource</p> <p>a. Online search</p> <p>b. Know the keyword</p> <p>c. Refine your search</p> <p>d. Guidelines for using the Resources</p> <p>e. e-learning resources of Government of India</p> <p>f. Terms to know</p> <p>4. Grammar in Context</p> <p>Involving Action-I</p> <p>a. Verbs</p> <p>b. Concord</p>	<p>94 - 101</p> <p>102 - 122</p>
<p>Unit III (16 hours)</p> <p>1. Listening and Speaking</p> <p>a. Giving and following instructions</p> <p>b. Asking for and giving directions</p> <p>c. Continuing discussions with connecting ideas</p> <p>2. Reading and writing</p> <p>a. Reading feature articles (from newspapers and magazines)</p> <p>b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)</p> <p>c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.</p> <p>3. Grammar in Context:</p> <p>Involving Action – II</p>	<p>123 - 157</p> <p>124 - 132</p> <p>133 - 144</p>

<ul style="list-style-type: none"> • Verbals - Gerund, Participle, Infinitive • Modals 	145 – 157
Unit IV (16 hours)	158 - 198
1. Listening and Speaking	159 - 163
a. Giving and responding to opinions	
2. Reading and writing	164 - 189
a. Note taking	
b. Narrative writing – writing narrative essays of two to three paragraphs	
3. Grammar in Context:	
Tense	190 - 198
• Present	
• Past	
• Future	
Unit V (18 hours)	199 - 231
1. Listening and Speaking	199 - 203
a. Participating in a Group Discussion	
2. Reading and writing	
a. Reading diagrammatic information – interpretations maps, graphs and pie charts	204 - 216
b. Writing short essays using the language of comparison and contrast	
3. Grammar in Context: Voice (showing the relationship between Tense and Voice)	217 - 231

UNIVERSITY OF MADRAS

B.Sc. DEGREE IN COMPUTER SCIENCE WITH DATA SCIENCE SYLLABUS WITH EFFECT FROM 2022-2023

SEMESTER I	Subject title	subject code	Credit
	INTRODUCTION TO DATA SCIENCE	TC21A	5

OBJECTIVES:

- Provide a strong foundation for data science and application areas related to it.
- Understand the underlying core concepts and emerging technologies in data science.
- Learn the process of working with data on large scale.
- Explore the concepts of Data Processing.
- Learn basic concepts of Machine Learning.
- Prepare students for advanced courses in Data Science.

OUTCOMES:

- Understand the fundamental concepts of data science.
- Evaluate the data analysis techniques for applications handling large data and Demonstrate the data science process.
- Understand the concept of machine learning used in the data science process.
- Visualize and present the inference using various tools.
- Learn to think through the ethics surrounding privacy, data sharing.

UNIT - I

Data Types: Understanding data - Types of data - Data Evaluation - Data Sources - Preparing and Gathering data - Digital Data - Introduction to Big Data - Sources of Big Data - Characteristics of Big Data

UNIT - II

Python fundamentals : Python program execution environment - Statements - Expressions - Flow of Control statements - Functions - Scope of Variables .

UNIVERSITY OF MADRAS

B.Sc. DEGREE IN COMPUTER SCIENCE WITH DATA SCIENCE SYLLABUS WITH EFFECT FROM 2022-2023

UNIT - III

Special Data Formats - List - List Methods - Tuples - Tuple Methods - Arrays - Dictionaries - - Sets - Related Methods - String - String Processing Methods

UNIT - IV

Numpy and Pandas - Features of Numpy - Mathematical functions - Statistical functions - nd-Arrays - Features of Pandas - series data structure - data frames - creation and manipulation of data frames

UNIT - V

Data Visualization - Matplotlib package - plotting graphs - legends - colors - labels - seaborn - package -plotly and dash packages

TEXT BOOK:

1. Joel grus, “Data Science from Scratch”, O’Reilly, 2015
2. Mark Lutz, “ Programming in Python”, O’Reilly, 2010

REFERENCES:

1. Wes Mckinney, “Python for data Analysis”, O’Reilly,2012
2. Shai vaingast,”Beginning Python on visualization, A Press 2014

WEB REFERENCES

1. NPTEL online course– Data Science for Engineers -
<https://nptel.ac.in/courses/106106179/>

SEMESTER I	Subject title	subject code	Credit
	DATA SCIENCE USING PYTHON LAB	TC211	4

UNIVERSITY OF MADRAS
B.Sc. DEGREE IN COMPUTER SCIENCE WITH DATA SCIENCE
SYLLABUS WITH EFFECT FROM 2022-2023

BCD-DSCP1

PRACTICAL: DATA SCIENCE USING PYTHON LAB

Instr.Hrs.: 5
Credits : 3

YEAR: I
SEMESTER: I

OBJECTIVES

- Know the fundamentals of programming.
- Understand the importance of different data types in programming
- Analyze how data extraction is possible using regular expression
- Use file concepts when retrieving or storing data is required in python
- Know how object oriented concepts helps in organizing the coding structure.

OUTCOMES

- Demonstrate proficiency in handling of loops and creation of functions.
- Identify the methods to create and manipulate lists, tuples and dictionaries.
- Discover the commonly used operations involving regular expressions and file system.
- Interpret the concepts of Object-Oriented Programming as used in Python

LIST OF EXERCISES:

1. Editing and executing Programs involving Flow Controls.
2. Editing and executing Programs involving Functions.
3. Program in String Manipulations
4. Creating and manipulating a Tuple
5. Creating and manipulating a List
6. Creating and manipulating a Dictionary
7. Object Creation and Usage
8. Program involving Inheritance
9. Program involving Overloading
10. Reading and Writing with Text Files and Binary Files
11. Combining and Merging Data Sets
12. Program involving Regular Expressions
13. Data Aggregation and GroupWise Operations

BOOKS:

1. Python Crash Course, 2nd Edition, By Eric Matthes, May 2019
2. NumPy Essentials, By Leo Chin and Tanmay Dutta, April 2016
3. Joel Grus, “Data Science from scratch”, O'Reilly, 2015.
4. Wes Mc Kinney, “Python for Data Analysis”, O'Reilly Media, 2012.
5. *Kenneth A. Lambert, (2011), “The Fundamentals of Python: First Programs”, Cengage Learning*
6. Jake Vanderplas. Python Data Science Handbook: Essential Tools for Working with Data 1st Edition.

SEMESTER I	Subject title	subject code	Credit
	MATHEMATICS -I	SM3AA	5

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE
SYLLABUS WITH EFFECT FROM 2020-2021
ALLIED MATHEMATICS-I

BMA-CSA01

Credits: 5

Year: I/II, Sem:I/III

LEARNING OUTCOMES:

- Students gain knowledge about basic concepts of Algebra, Theory of Equations, Matrices, Trigonometry and Calculus.

UNIT I

Algebra And Numerical Methods:

Algebra: Summation of series - simple problems.

Numerical Methods: Operators E, Δ , ∇ , difference tables- Newton-Raphson method- Newton's forward and backward interpolation formulae for equal intervals, Lagrange's interpolation formula.

Chapter 2, Section 2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter 3, Section 3.4.1 and Chapter 5, Section 5.1 and 5.2.

UNIT II

Matrices: Symmetric, Skew-Symmetric, Orthogonal, Hermetian, Skew-Hermetian and Unitary matrices. Eigen values and Eigen-vectors, Cayley-Hamilton theorem (without proof) – verification- Computation of inverse of matrix using Cayley - Hamilton theorem.

Chapter 4, Section 4.1.1 to 4.1.6, 4.5, 4.5.2, 4.5.3.

UNIT III

Theory Of Equations: Polynomial equations with real coefficients, irrational roots, complex roots, symmetric functions of roots, transformation of equation by increasing or decreasing roots by a constant, reciprocal equation-simple problems.

Chapter 3, Section 3.1 to 3.4.1(omit section 3.2.1)

UNIT IV

Trigonometry: Expansions of $\sin(n\theta)$ and $\cos(n\theta)$ in a series of powers of $\sin\theta$ and $\cos\theta$ - Expansions of $\sin^n\theta$, $\cos^n\theta$, $\tan^n\theta$ in a series of sines, cosines and tangents of multiples of “ θ ” - Expansions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ in a series of powers of “ θ ” – Hyperbolic and inverse hyperbolic functions .

Chapter 6, Section 6.1 to 6.3.

UNIT V

Differential Calculus: Successive differentiation, n^{th} derivatives, Leibnitz theorem (without proof) and applications, Jacobians, Curvature and radius of curvature in Cartesian co-ordinates, maxima and minima of functions of two variables- Simple problems

Chapter 1, Section 1.1 to 1.3.1 and 1.4.3.

Content and treatment as in

e-Resources:

1. <http://www.themathpage.com>

2. <http://nptel.ac.in>

SEMESTER I	Subject title	subject code	Credit
	BASIC TAMIL	NLT1C	2

UNIVERSITY OF MADRAS

U.G. DEGREE COURSES

அடிப்படைத் தமிழ்ப் பாடம் (BASIC TAMIL)

முதற் பருவம்

2 மதிப்பீடுகள்

தமிழ் மொழியில் அடிப்படைக் கூறுகள்

1. எழுத்துக்கள்: முதல் எழுத்துக்கள்

1. உயிர எழுத்து, ஆய்த எழுத்து
2. மெய் எழுத்து
3. உயிர் மெய் எழுத்து

2. சொற்கள்

1. பெயர் சொல்
2. வினை சொல்
3. இடை சொல்
4. உரி சொல்

3. தொடரமைப்பு

1. எழுவாய்
2. பயனிலை
3. செயப்படுப் பொருள்

4. (a) பிழை நீக்கம்

1. ஒற்றுப் பிழை
2. எழுத்துப் பிழை
3. தொடர் பிழை

(b) எண்கள் (Numerals), உறவுப் பெயர்கள், வாழ் இடங்களும், பொருள்களும்

5. அறிமுகம்

1. விழாக்கள்
2. இயற்கை
3. உணவு முறைகள்-சுவை-காய்கள்-பழங்கள்

NOTE:

The mode of conduct of Examination for Part-IV-Basic Tamil (I&II Semesters) are as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (objective type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கி பின்னர் 75க்கு மாற்றம் செய்ய வேண்டும். அகமதிப்பீட்டிற்கு உள்ள 25 மதிப்பெண்களுடன் எழுத்துத் தேர்வு மதிப்பெண்ணையும் சேர்த்து 100க்கு மொத்தமாக வழங்கலாம்.

SEMESTER I	Subject title	subject code	Credit
	ADVANCED TAMIL	TLT1C	2

UNIVERSITY OF MADRAS
U.G. DEGREE COURSES

சிறப்புத் தமிழ் (Advanced Tamil)

முதற் பருவம்

2 மதிப்பீடுகள்

I. நாட்டுப் புறப்பாடல்

1. பஞ்சம்
2. மானம் விடிவதெப்போ?

II. புனை கதை

1. "கட்டை விரல்" - சி.என்.அண்ணாதுரை

III. புதுக்கவிதை

1. ஆடிக்காற்றே-சிற்பி
2. கடமையைச் செய்-மீரா
3. இழந்தவர்கள்-அப்துல் ரகுமான்

IV. மொழித்திறன்

1. கலைச்சொல்லாக்கம்
2. பொருந்தியச் சொல் தருதல்
3. பிழை நீக்கி எழுதுதல்

SEMESTER I	Subject title	subject code	Credit
	BASIC ELEMENTS OF LOGISTICS MANAGEMENT	AY51A	3

UNIVERSITY OF MADRAS
UG – NON-MAJOR ELECTIVE COURSE
OFFERED IN THE DEPARTMENT OF CORPORATE SECRETARYSHIP
SYLLABUS WITH EFFECT FROM 2020-2021

BCS-NME1A

BASIC ELEMENTS OF LOGISTICS MANAGEMENT

Level of Knowledge: Basic Level

Unit – I

Logistics – Concept & Significance – Logistics System Fundamentals – Transport System: Railway, Road, Air, Waterways, Pipe Lines, Animals and Animal driven vehicles – Economics of transportation – Stocking Policies – Storage and handling capacities – Warehousing.

Unit – II

Packaging – Principles, functions and types – Containerization – Concepts – Infrastructure – Inventory Policy – Concept of Supply Chain Management and its strategic role in the organization – Intra and Inter Organization Supply Chain.

Suggested Readings:

1. Strategic Logistics Management – Lambert
2. Logistical Management – The Integrated Supply Chain Process – Bowersox
3. Logistics & Supply Chain Management – Christopher
4. Supply Chain Management – Sunil Chopra
5. Logistics & Supply Chain Management – Raghuram
6. Supply Chain Management for 21st Century – Sahay.

SEMESTER II	Subject title	subject code	Credit
	TAMIL – II	LA12A	3

சென்னைப் பல்கலைக்கழகப் பாடத்திட்ட மாற்றம்

2020 ஆம் கல்வியாண்டு முதல்

பொதுத்தமிழ் – (Foundation Course)

B.A./B.Sc./B.Com.,

BFC-LT002

பொதுத் தமிழ் இரண்டாம் பருவம்

மொத்த மதிப்பெண்கள் – 75

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை – 87 , 88
2. குறுந்தொகை -46, 88, 89
3. கலித்தொகை – 11 ஆம் பாடல் – அரிதாய அறன் எய்தி

அலகு 2

1. அகநானூறு – 86 ஆம் பாடல் (உழுந்து தலை பெய்த)
2. ஐங்குறுநூறு – கிள்ளைப்பத்து
3. பரிபாடல் – செவ்வேள் 5 (கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் – வெற்றி வேல்)

அலகு 3

1. புறநானூறு – 182, 192
2. பதிற்றுப்பத்து – காக்கைப்பாடினியார், நச்செள்ளையார் பாடல்கள் (56, 57)

அலகு 4

1. பத்துப்பாட்டு – முல்லைப்பாட்டு (முழுவதும்)

அலகு 5

1. திருக்குறள் – பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் – ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு , பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

மதிப்பெண் பங்கீடு –

I & II இலக்கியம் – 50

III.மொழிப்பயிற்சி - 25

SEMESTER II	Subject title	subject code	Credit
	FRENCH II	CLK2T	3

COURSE OBJECTIVE

In teaching French, we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them Prescribed textbook:
> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

COURSE OUTCOMES

Learners are able

to comprehend and express themselves well

to have an interest to look into another world

to improve communication skills

to perform well in the University Exams . Recommend text - Not applicable

SEMESTER II	Subject title	subject code	Credit
	COMMUNICATIVE ENGLISH – II	LZ12A	3

CONTENTS

Unit	Pages
Unit I (18 hours) 1. Listening and Speaking a. Listening and responding to complaints (formal situation) b. Listening to problems and offering solutions (informal) 2. Reading and writing a. Reading aloud (brief motivational anecdotes) b. Writing a paragraph on a proverbial expression/motivational idea. 3. Word Power/Vocabulary a. Synonyms & Antonyms 4. Grammar in Context • Adverbs Prepositions	

<p>Unit II (20 hours)</p> <ol style="list-style-type: none"> 1. Listening and Speaking <ol style="list-style-type: none"> a. Listening to famous speeches and poems b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech 2. Reading and Writing <ol style="list-style-type: none"> a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic) b. Reading poetry <ol style="list-style-type: none"> b.i. Reading aloud: (Intonation and Voice Modulation) b.ii. Identifying and using figures of speech - simile, metaphor, personification etc. 3. Word Power <ol style="list-style-type: none"> a. Idioms & Phrases 4. Grammar in Context Conjunctions and Interjections 	
<p>Unit III (18 hours)</p> <ol style="list-style-type: none"> 1. Listening and Speaking <ol style="list-style-type: none"> a. Listening to Ted talks b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and 	

<ul style="list-style-type: none"> reports of multiple kinds c. Interactions during and after the presentations 2. Reading and writing <ul style="list-style-type: none"> a. Writing emails of complaint b. Reading aloud famous speeches 3. Word Power <ul style="list-style-type: none"> a. One Word Substitution 4. Grammar in Context: Sentence Patterns 	
<p>Unit IV (16 hours)</p> <ul style="list-style-type: none"> 1. Listening and Speaking <ul style="list-style-type: none"> a. Participating in a meeting: face to face and online b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks. 2. Reading and Writing <ul style="list-style-type: none"> a. Reading visual texts – advertisements b. Preparing first drafts of short assignments 3. Word Power <ul style="list-style-type: none"> a. Denotation and Connotation 4. Grammar in Context: Sentence Types 	
<p>Unit V (18 hours)</p> <ul style="list-style-type: none"> 1. Listening and Speaking <ul style="list-style-type: none"> a. Informal interview for feature writing b. Listening and responding to questions at a formal interview 2. Reading and Writing <ul style="list-style-type: none"> a. Writing letters of application b. Readers' Theatre (Script Reading) c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing) 3. Word Power <ul style="list-style-type: none"> a. Collocation 4. Grammar in Context: Working With Clauses 	

SEMESTER II	Subject title	subject code	Credit
	JAVA & DATA STRUCTURES	TC22A	4

UNIVERSITY OF MADRAS
B.Sc. DEGREE COURSE IN COMPUTER SCIENCE
SYLLABUS WITH EFFECT FROM 2020-2021

BCE-CSC05

CORE: JAVA AND DATA STRUCTURES

(Common paper to B.Sc.Software Applications,
B.Sc.Computer Science with Data Science and Computer Science with AI)

I/II YEAR
II/III SEM

OBJECTIVES:

- To enable the students to learn the basic concepts of Java programming
- To use class and objects to create applications
- To have an overview of interfaces, packages, multithreading and exceptions.
- To familiarize students with basic data structures and their use in algorithms.

OUTCOMES:

- Students will be able to develop Java Standalone applications and Applets.
- Choose the appropriate data structure for modeling a given problem.

UNIT - I

History and Evolution of Java - Features of Java - Object Oriented Concepts – Bytecode - Lexical Issues - Data Types – Variables- Type Conversion and Casting- Operators - Arithmetic Operators - Bitwise - Relational Operators - Assignment Operator - The conditional Operator - Operator Precedence- Control Statements – Arrays.

UNIT - II

Classes - Objects - Constructors - Overloading method - Static and fixed methods - Inner Classes - String Class- Overriding methods - Using super-Abstract class - this keyword – finalize() method – Garbage Collection.

UNIT - III

Packages - Access Protection - Importing Packages - Interfaces - Exception Handling - Throw and Throws-The Java Thread Model- Creating a Thread and Multiple Threads - Thread Priorities Synchronization-Inter thread Communication - Deadlock - Suspending, Resuming and stopping threads – Multithreading-I/O Streams - File Streams - Applets .

UNIT - IV

Abstract Data Types(ADTs)-List ADT-Array based implementation-linked list implementation-singly linked list-doubly linked list-circular linked list-Stack ADT operations-Applications-Evaluating arithmetic expressions-Conversion of infix to postfix expression-Queue ADT-operations-Applications of Queues.

UNIT - V

Trees-Binary Trees- representation - Operations on Binary Trees- Traversal of a Binary Tree -Binary Search Trees, Graphs-Representation of Graphs - Traversal in Graph -Dijkstra's Algorithm, Depth-First vs Breadth-First Search.

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SYLLABUS WITH EFFECT FROM 2020-2021

TEXT BOOKS:

1. E.Balagurusamy,” *Programming with Java: A Primer*”, Tata McGraw Hill 2014, 5th Edition.
2. Mark Allen Weiss, “*Data Structures and Algorithms Analysis in C++*”, Person Education 2014, 4th Edition.

REFERENCES:

1. Herbert Schildt, “*JAVA 2: The Complete Reference*”, McGraw Hill 2018, 11th Edition.
2. Aho, Hopcroft and Ullman, “*Data Structures and Algorithms* “, Pearson Education 2003.
3. S. Sahni, “*Data Structures, Algorithms and Applications in JAVA*”, Universities Press 2005, 2nd Edition

WEB REFERENCES:

- NPTEL & MOOC courses titled Java and Data Structures
- <https://nptel.ac.in/courses/106106127/>
- <https://nptel.ac.in/courses/106105191/>

SEMESTER II	Subject title	subject code	Credit
	DATA STRUCTURES USING JAVA LAB	TC221	3

UNIVERSITY OF MADRAS
B.Sc. DEGREE COURSE IN COMPUTER SCIENCE
SYLLABUS WITH EFFECT FROM 2020-2021

BCE-CSC06

PRACTICAL: DATA STRUCTURES USING JAVA LAB

(Common paper to B.Sc.Software Applications,
B.Sc.Computer Science with Data Science and Computer Science with AI)

I/II YEAR
II/III SEM

OBJECTIVES:

- To implement linear and non-linear data structures
- To understand the different operations of search trees
- To implement graph traversal algorithms

OUTCOMES:

- Write functions to implement linear and non-linear data structure operations.
- Suggest appropriate linear and non-linear data structure operations for solving a given problem.

LIST OF EXERCISES:

1. Write a Java program to implement the Stack ADT using a singly linked list.
2. Write a Java program to implement the Queue ADT using a singly linked list.
3. Write a Java program for the implementation of circular Queue.
4. Write a Java program that reads an infix expression, converts into postfix form
5. Write a Java program to evaluate the postfix expression (use stack ADT).
6. Write a Java program to an Insert an element into a binary search tree.
7. Write a Java program to delete an element from a binary search tree.
8. Write a Java program to search for a key element in a binary search tree.
9. Write a Java program for the implementation of BFS for a given graph.
10. Write a Java program for the implementation of DFS for a given graph.

SEMESTER II	Subject title	subject code	Credit
	MATHEMATICS II	SM3AE	5

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE
SYLLABUS WITH EFFECT FROM 2020-2021

BMA-CSA02

ALLIED MATHEMATICS –II

Credits: 5

Year: I/II, Sem:II/IV

LEARNING OUTCOMES:

- Students gain knowledge about basic concepts of Differential Equations, Laplace Transforms, Vector Analysis and Calculus.

UNIT I

Integral Calculus: Bernoulli's formula – Reduction formulae- $\int_0^{\pi/2} \sin^n x \, dx$, $\int_0^{\pi/2} \cos^n x \, dx$, $\int_0^{\pi/2} \sin^m x \cos^n x \, dx$ (m, n being positive integers), Fourier series for functions in $(0, 2\pi)$, $(-\pi, \pi)$.

Chapter 2: Section 2.7 & 2.9, Chapter 4: Section 4.1.

UNIT II

Differential Equations:

Ordinary Differential Equations: second order non-homogeneous differential equations with constant coefficients of the form $ay'' + by' + cy = X$ where X is of the form $e^{\alpha x} \cos \beta x$ and $e^{\alpha x} \sin \beta x$ -Related problems only.

Partial Differential Equations: Formation, complete integrals and general integrals, four standard types and solving Lagrange's linear equation $Pp + Qq = R$.

Chapter 5: Section 5.2.1, Chapter 6: Section 6.1 to 6.4

UNIT III

Laplace Transforms: Laplace transformations of standard functions and simple properties, inverse Laplace transforms, Application to solution of linear differential equations up to second order- simple problems.

Chapter 7: Section 7.1.1 to 7.1.4 & 7.2 to 7.3

UNIT IV

Vector Differentiation: Introduction, Scalar point functions, Vector point functions, Vector differential operator Gradient, Divergence, Curl, Solenoidal, irrotational, identities.

Chapter 8, Section 8.1 to 8.4.4

UNIT V

Vector Integration: Line, surface and volume integrals, Gauss, Stoke's and Green's theorems (without proofs). Simple problems on these.

▽

Chapter 8, Section 8.5 to 8.6.3.

Content and treatment as in

Allied Mathematics, Volume I and II, P. Duraipandian and S. Udayabaskaran, S. Chand Publications.

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.sosmath.com>
2. [http://www.analyzemath.com/Differential Equations/applications.html](http://www.analyzemath.com/Differential_Equations/applications.html)

SEMESTER II	Subject title	subject code	Credit
	ADVANCED TAMIL – II	TLT2D	2

UNIVERSITY OF MADRAS
U.G. DEGREE COURSES

சிறப்புத் தமிழ் (Advanced Tamil)

இரண்டாம் பருவம்

2 மதிப்பீடுகள்

I. கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

II. செய்யுள்

புறநானூறு

- அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்
- ஆ. ஈன்று புறந்தருதல் - பொன்முடியார்
- இ. யாதும் ஊரோ - கனியண் பூங்குன்றனார்
- ஈ. திருகுறள் - வான் சிறப்பு முழுமையும்
- உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்
- ஊ. திருவாசகம் - வேண்டத்தக்கது
- எ. திருவாய்மொழி - உயர்வற
- ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4
- ஐ. சீறாப்புராணம் - வானவர்க்கும்
- ஒ. பாரதியார் - நல்லதோர் வீணை

III. இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

IV. மொழிப் பெயர்ப்பு

ஆங்கிலப் பகுதியை தமிழாக்கம் செய்தல்

SEMESTER II	Subject title	subject code	Credit
	BASIC TAMIL – II	NLT2D	2

UNIVERSITY OF MADRAS
U.G. DEGREE COURSES

அடிப்படைத் தமிழ்ப் பாடம் - (BASIC TAMIL)

இரண்டாம் பருவம்

2 மதிப்பீடுகள்

1. நீதி நூல்கள்

1. ஆத்திச் சூடி(1-12)
2. கொன்றை வேந்தன்(1-8)
3. திருக்குறள்(5)
 - I. அகர முதல (1)
 - II. செயற்கரிய (26)
 - III. மணத்துக்கண் (34)
 - IV. கற்க கசடறக்..... (391)
 - V. எப்பொருள் (423)

(இப்பகுதியில் 15 வினாக்கள் பாடம் தொடர்பாகவும், 5 வினாக்கள் பாடல் வரிகளை எழுதும் வகையில் அமைதல் வேண்டும்)

2. நீதி கதைகள்

1. பீர்பால் கதை
2. பரமாத் குரு கதை

3. அறிமுகம்

1. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்
2. தமிழக வரலாறு – வரலாற்றுச் சின்னங்கள், சுற்றுலாத்தலங்கள்,

NOTE: அலுவலகப் பெயர்கள்

3. பழமொழிகள்.

The mode of conduct of Examination for PART-IV - Basic Tamil (I & II Semesters) are as follows:

அடிப்படைத் தமிழுக்கு விடையைத் தேர்ந்தெடுத்தல் முறையின்படி (objective type) 50 வினாக்கள் கொடுக்கப்பட வேண்டும். ஒவ்வொரு வினாவிற்கும் 2 மதிப்பெண்கள் வீதம் எழுத்துத் தேர்வில் 100க்கு மதிப்பெண்கள் வழங்கி பின்னர் 75க்கு மாற்றம் செய்ய வேண்டும். அகமதிப்பீட்டிற்கு உள்ள 25 மதிப்பெண்களுடன் எழுத்துத் தேர்வு மதிப்பெண்ணையும் சேர்த்து 100க்கு மொத்தமாக வழங்கலாம்.

SEMESTER II	Subject title	subject code	Credit
	EVERYDAY BANKING	AY52A	3

UNIVERSITY OF MADRAS
UG – NON-MAJOR ELECTIVE COURSE
OFFERED IN THE DEPARTMENT OF CORPORATE SECRETARYSHIP
SYLLABUS WITH EFFECT FROM 2020-2021

BCS-NME2A

EVERYDAY BANKING

UNIT- I

Banking – Definition – pass book – cheque book – Format of Cheque – Filling up of Cheque- Deposit Challan – Filling up – Clearing cheque – Transfer cheque – Collection Cheque – Payable at par – Demand Draft – application filling – Account Opening form – Filling up – Documents required - Debit Card – Credit Card – ATM Machine – Cash Deposit Machine – Pass book printing machine. MICR- IFSC- Fund transfer through ECS – NEFT – RTGS – Form filling for Fund transfer.

UNIT- II

On line Banking – Sign up – Process – Requirements – Log in – Customer ID – User ID – Pass word – Hints for creating Pass words – change of pass word – on line transactions – Account statements – Fund Transfer – Payment of bills – Utility payments – Loans – Repayment for Loans – other services. Mobile Banking – meaning – importance – Advantages – Mobile Applications (App) – WAP (Wireless Application Protocol)- USSD (Unstructured Supplementary Service Data)- Registration process – through Mobiles – Process at Bank Branch – ATM- User ID-MPIN- change of MPIN –IMPS D(Immediate Mobile Payment System) - UPI(Unified Payment interface) – BHIM(Bharat Interface for money)- NPCI (National Payment Corporation of India) - Bank account Management – Transfer Funds – paying Bills – Locating ATMs - QR code payments- Alerts and notifications- Tracking Spending habits – Cash back- Safe banking methods.

Suggested Readings:

1. B.Santhanam- Banking & Financial systems, Margham Publications
2. S.N.Maheshwari Banking theory, law and practice , Kalyani Publications
3. Parameswaran- Indian Banking, S.Chand& Co.

Web References:

1. https://en.wikipedia.org/wiki/Online_banking
2. <https://www.sbi.co.in/portal/web/services/internet-banking>
3. <https://www.hdfcbank.com/assets/popuppages/netbanking.htm>
4. <https://www.investopedia.com/terms/m/mobile-banking.asp>
5. www.scotiabank.com/mobile/ca/en/0,,5181,00.html

Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests(2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	Total	25
Practical Papers	Tests 2 out of 3	30
	Attendance	05
	Record	05
	Total	40

Awarding Marks for Attendance (out of 5)

(i) Attendance below 60% = 0 marks, 60 % to 75% = 3 marks, 75 % to 90% = 4 marks and above 90%= 5 marks

SEMINARS:

Seminars are assigned to the students based on the topic selected by the course instructor from the syllabus. Students are expected to collect comprehensive notes on the seminar topic from various books and web resources suggested by the course instructor. Students are informed to use various tools to supplement and oral presentation, such as visual aids, models etc. seminars are usually assigned for topics that can aid students to do self-study and avoid any vagueness related to the topic.

EVALUATION STANDARDS FOR SEMINAR:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	1
2	Presentation Skill	1
3	Fluency of language	1
4	Interacting skills & body language	1
5	Tools used to present	1

ASSIGNMENTS:

Assignments are given at both individual as well as group level. Assignments are given not only on topics from the syllabus but also related topics with latest development in the respective

fields. Assignments help students to awaken their creativity skills and help them to practice as well as enhance their knowledge of the subject.

EVALUTION STANDARDS FOR ASSIGNMENTS:

S.NO	Criteria	Max.Marks (5 Marks)
1	Quality of notes collected for the topic	2
2	Presentation Skill	2
3	Fluency of language & vocabulary usage	1

EXTERNAL ASSESSMENT FOR PRACTICAL

S.NO	Criteria	Max.Marks (60 Marks)
1	Writing Part of Program	30
2	Coding & Execution of Program	20
3	Output	10
Total		60

Question Paper Pattern

Question Paper Pattern for All Semester (University) Examination

SECTION - A		
10 questions Out of 12 questions	10x2	20 Marks
SECTION - B		
5 questions Out of 7 questions	5X5	25 Marks
SECTION - C		
3 questions Out of 5 questions	3X10	30 Marks
Total		75 Marks

Hanish Vijaykumar

Head of the Department

R. Shanthy

Principal

**ANNA ADARSH COLLEGE FOR WOMEN
ANNA NAGAR, CHENNAI-40.**

DEPARTMENT OF BCA (SHIFT I)

S.No.	Name of The Faculty and Qualification	Designation
1	S.Karpagam, M.C.A. M.Phil.,	Head/ Associate Professor
2	K.Madhumathi, M.C.A. M.Phil.,	Associate Professor
3	S.Deebalakshmi, M.C.A., HDSE., NET-JRF	Assistant Professor
4	S.Jayanthi, M.C.A. M.Phil. SET	Assistant Professor
5	D.Sindhujah, M.C.A., SET, NET	Assistant Professor

UNIVERSITY OF MADRAS

ACADEMIC YEAR 2021-2022

BCA SYLLABUS – I YEAR

S.NO.	PART	SUBJECT NAME	CREDITS	MAX. MARKS		
SEMESTER I				EXTERNAL MARKS	INTERNAL MARKS	TOTAL
1	I	Tamil/ Other languages – I	3	75	25	100
2	II	English – I	3	75	25	100
3	III	Core I : Problem Solving using Python	4	75	25	100
4	III	Practical I: Problem Solving using Python Lab	2	60	40	100
5	III	Allied I: Mathematics I	5	75	25	100
6	IV	Basic Tamil/Advanced Tamil/Non Major Elective I	2	75	25	100
7	IV	Soft Skill I	3	50	50	100
		Total Credits	22			
SEMESTER II			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
8	I	Tamil/ Other languages – II	3	75	25	100
9	II	English – II	3	75	25	100
10	III	Core II :Object Oriented Programming Concepts using C ++	4	75	25	100
11	III	Practical II : C++ programming Lab	3	60	40	100
12	III	Allied II: Mathematics II	5	75	25	100
13	IV	Basic Tamil/Advanced Tamil/Non Major Elective II	2	75	25	100
14	IV	Soft Skill II	3	50	50	100
		Total Credits	23			

I SEMESTER

SUBJECT :PART I - TAMIL I

SUBJECT CODE : LA11A

YEAR/SEM : I YEAR/I SEM

பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம் (FIRST SEMESTER)

நோக்கும் கற்றல் பயன்பாடும் (2021 - 2022)

Objective - Syllabus - Out come (2021 -2022)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.

மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.

இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தலும் தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்தித் தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தலும் பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைத் தெரிந்து கொள்ளுதலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப்

பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III. மொழிப் பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்

5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடு போய்
- 4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
- 5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி

முதலியோர்

உரைநடை

- 1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள்
- வரலாறு
4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல். தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல். தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.

மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது. இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது. போட்டித்தேர்வுகளை எதிர்கொள்ளுவதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (university of Madras)

□ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course Part - I Tamil - For I & II Semesters
Common to all undergraduate course and Five-Year Integrated
postgraduate
courses. (2020 - 2021 onwards.)

- நாற்காலிக்காரர் - நா.முத்துசாமி
- தமிழ் இலக்கிய வரலாறு பாடம் தழுவியவை
- மொழிப்பயிற்சி

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம்
வடிவமைத்த பாடத்திட்டங்கள் ஆகையால்
குறிப்புதவி நூல் என்று தனியாக இல்லை. (Reference
book not applicable)

SUBJECT:PART-I - HINDI
SUBJECT CODE: CLE1E
YEAR/SEM: I YEAR/ I SEM

I. COURSE OBJECTIVES:

The objectives of the course is to sensitize the students -

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

PART-I - HINDI

(With effect from the Academic Year 2015-2016)

I YEAR – I SEMESTER

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I . PROSE (Detailed Study) : HINDI GADHYA MALA

Ed. by Dr. Syed Rahamathulla

Poornima Prakashan, 4/7 Begum III Street

Royapettah, Chennai – 14.

LESSONS PRESCRIBED :

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

- 1. Government Order**
- 2. Demi Official Letter**
- 3. Circular**
- 4. Memo**
- 5. Official Memo**
- 6. Notification**
- 7. Resolution**

Notice

BOOKS FOR REFERENCE :

- 1. Karyalayeen Tippaniya : Kendriya Hindi Sansthan, Agra**
 - 2. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan**
- 4/7, Begum III Street, Royapettah, Chennai – 14.**

UNITISED SYLLABUS

UNIT-I

- 1. Sabhyata ka Rahasya**
- 2. Personal Applications**
- 3. Leave Letters**
- 4. Government Order**
- 5. Administrative Terminology Hindi to English (25 Words)**

UNIT - II

- 1. Mitrata**
- 2. Letter to the Editor**
- 3. Opening an A/C**
- 4. Demi Official Letter**
- 5. Administrative Terminology English to Hindi (25 Words)**

UNIT-III

- 1. Yuvavon Se**
- 2. Application for Withdrawal**
- 3. Circular**
- 4. Memo**

- 5. Administrative Terminology Hindi to English (25 Words)**

UNIT-IV

- 1. Paramanu Oorja evam Khadya Padarth Sanrakshan**
- 2. Transfer of an A/C**
- 3. Missing of Pass Book / Cheque Leaf**
- 4. Official Memo**
- 5. Administrative Terminology English to Hindi (25 Words)**

UNIT-V

- 1. Yougyata aur Vyavasay ka Chunav**
- 2. Complaints**
- 3. Ordering for Books**
- 4. Notification**
- 5. Official Noting Hindi to English (25 words)**

UNIT-VI

- 1. Enquiry**
- 2. Resolution**
- 3. Notice**
- 4. Official Noting English to Hindi (25 words)**

□ COURSE OUTCOMES:

- 1. Understanding the concept and importance of functional Hindi**
- 2. Understanding various forms of functional Hindi and its usage according to its area of application**
- 3. Knowledge about good civilization qualities and culture.**
- 4. Knowledge about the importance of human values.**

SUBJECT:Foundation Course: Paper I-French I
SUBJECT CODE:CLK1S
YEAR/SEM: I YEAR/I SEM

Title of the Paper : Prescribed text and grammar-I

Objectives :

In teaching French we aim to

- **provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France**
- **enable them to comprehend the nuances of the language so they are better equipped to express themselves in French**
- **discover another world, another people, another way of life .**
- **make them more accepting of people who differ from them**

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passes

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

FRENCH SYLLABUS WITH EFFECT FROM 2020-2021

Outcomes :

Learners are able

- **to comprehend and express themselves well**
- **to have an interest to look into another world**
- **to improve communication skills**
- **to perform well in the University Exams.**

Recommend text : Not applicable

SUBJECT: COMMUNICATIVE ENGLISH – I

SUBJECT CODE: LZ11A

YEAR/SEMESTER: I YEAR/ I SEM

COURSE OBJECTIVES:

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities.

SYLLABUS

Unit I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
 - iii.

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing

3. Study Skills - 1

- a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context:

Naming and Describing

Nouns & Pronouns

Adjectives

Unit II

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information

- f. Giving Information**
- 2. Reading and Writing**
 - 1. a. Strategies of Reading:**
 - Skimming and Scanning**
 - b. Types of Reading**
 - Extensive and Intensive Reading**
 - c. Reading a prose passage**
 - d. Reading a poem**
 - e. Reading a short story**
 - 2. Paragraphs: Structure and Types**
 - a. What is a Paragraph?**
 - b. Paragraph structure**
 - c. Topic Sentence**
 - d. Unity**
 - e. Coherence**
 - f. Connections between Ideas: Using Transitional words and expressions**
 - g. Types of Paragraphs**
 - 3. Study Skills II:**
 - Using the Internet as a Resource**
 - a. Online search**
 - b. Know the keyword**
 - c. Refine your search**
 - d. Guidelines for using the Resources**
 - e. e-learning resources of Government of India**
 - f. Terms to know**
 - 4. Grammar in Context**
 - Involving Action-I**
 - a. Verbs**
 - Concord**

Unit III

- 1. Listening and Speaking**
 - a. Giving and following instructions**
 - b. Asking for and giving directions**
 - c. Continuing discussions with connecting ideas**
- 2. Reading and writing**
 - a. Reading feature articles (from newspapers and magazines)**
 - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)**
 - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.**
- 3. Grammar in Context:**
 - Involving Action – II**
 - Verbals - Gerund, Participle, Infinitive**
 - Modals**

Unit IV

- 1. Listening and Speaking**
 - a. Giving and responding to opinions**

2. Reading and writing

a. Note taking

b. Narrative writing – writing narrative essays of two to three paragraphs

3. Grammar in Context:

Tense

Present

Past

Future

Unit V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information

– interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

Grammar in Context: Voice (showing the relationship between Tense and Voice)

COURSE OUTCOMES:

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading.

SUBJECT: PROBLEM SOLVING USING PYTHON

SUBJECT CODE: SE21A

YEAR/SEMESTER: I YEAR / I SEM

OBJECTIVES:

- Describe the core syntax and semantics of Python programming language.
- Discover the need for working with the strings and functions.
- Illustrate the process of structuring the data using lists, dictionaries, tuples and sets.
- Understand the usage of packages and Dictionaries.

UNIT – I

Introduction: The essence of computational problem solving – Limits of computational problem solving-Computer algorithms-Computer Hardware-Computer Software-The process of computational problem solving-Python programming language - Literals - Variables and Identifiers - Operators - Expressions and Data types.

UNIT - II

Control Structures: Boolean Expressions - Selection Control - If Statement- Indentation in Python- Multi-Way Selection -- Iterative Control- While Statement- Infinite loops- Definite vs. Indefinite Loops- Boolean Flags and Indefinite Loops. **Lists:** List Structures - Lists in Python - Iterating over lists in Python.

UNIT - III

Functions: Program Routines- Defining Functions- More on Functions: Calling Value-Returning Functions Calling Non-Value-Returning Functions- Parameter Passing - Keyword Arguments in Python - Default Arguments in Python- Variable Scope.

UNIT - V

Objects and their use: Software Objects - Turtle Graphics – Turtle attributes- **Modular Design:** Modules - TopDown Design - Python Modules - Text Files: Opening, reading and writing text files - String Processing -Exception Handling.

UNIT - V

Dictionaries and Sets: Dictionary type in Python - Set Data type. **Object Oriented Programming using Python:** Encapsulation - Inheritance – Polymorphism. **Recursion:** Recursive Functions.

COURSE OUTCOMES:

CO1	To Understand the principles of Python and acquire skills in programming in python
CO2	To develop the emerging applications of relevant field using Python
CO3	Interpret the fundamental Python syntax and semantics and be fluent in the use of Python control flow statements.
CO4	Able to develop simple turtle graphics programs in Python

TEXT BOOK:

1. Charles Dierbach, “Introduction to Computer Science using Python - A computational Problem solving Focus”, Wiley India Edition, 2015.

REFERENCE BOOKS:

1. Mark Lutz, “Learning Python Powerful Object Oriented Programming”, O’reilly Media 2018, 5th Edition.
2. Timothy A. Budd, “Exploring Python”, Tata McGraw Hill Education Private Limited 2011, 1st Edition.
3. Allen Downey, Jeffrey Elkner, Chris Meyers, “How to think like a computer scientist: learning with Python”, 2012.
4. Sheetal Taneja & Naveen kumar, “Python Programming a Modular approach – A Modular approach with Graphics, Database, Mobile and Web applications”, Pearson, 2017.
5. Ch Satyanarayana M Radhika Mani, B N Jagadesh, “Python programming”, Universities Press 2018.

WEB REFERENCES

- <http://interactivepython.org/courselib/static/pythonds>
- <http://www.ibiblio.org/g2swap/byteofpython/read/>
- <http://www.diveintopython3.net/>
- <http://greenteapress.com/wp/think-python-2e/>
- NPTEL & MOOC courses titled Python programming
- http://spoken-tutorial.org/tutorial-search/?search_foss=Python&search_language=English
- <http://docs.python.org/3/tutorial/index.html>

SUBJECT: PRACTICAL-I PYTHON PROGRAMMING LAB

SUBJECT CODE: SE211

YEAR/SEM: I YEAR / I SEM

OBJECTIVES:

- To implement the python programming features in practical applications.
- To write, test, and debug simple Python programs.
- To implement Python programs with conditionals and loops.
- Use functions for structuring Python programs.
- Represent compound data using Python lists, tuples, dictionaries , turtles, Files and modules.

LIST OF EXERCISES:

1. Program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice.
2. Program to calculate total marks, percentage and grade of a student. Marks obtained in each of the five subjects are to be input by user. Assign grades according to the following criteria:
Grade A: Percentage ≥ 80 Grade B: Percentage ≥ 70 and < 80
Grade C: Percentage ≥ 60 and < 70 Grade D: Percentage ≥ 40 and < 60
Grade E: Percentage < 40
3. Program, to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.
4. Program to display the first n terms of Fibonacci series.
5. Program to find factorial of the given number using recursive function.
6. Write a Python program to count the number of even and odd numbers from array of N numbers.
7. Python function that accepts a string and calculate the number of upper case letters and lower case letters.
8. Python program to reverse a given string and check whether the give string is palindrome or not.
9. Write a program to find sum of all items in a dictionary.
10. Write a Python program to construct the following pattern, using a nested loop
1
22
333
4444
55555
666666
7777777
88888888
999999999
11. Read a file content and copy only the contents at odd lines into a new file.
12. Create a Turtle graphics window with specific size.
13. Write a Python program for Towers of Hanoi using recursion
14. Create a menu driven Python program with a dictionary for words and their meanings.
15. Devise a Python program to implement the Hangman Game.

COURSE OUTCOMES:

CO1	Understand the numeric or real life application problems and solve them.
CO2	Apply a solution clearly and accurately in a program using Python.
CO3	Apply the best features available in Python to solve the situational problems.

SUBJECT : Allied - Semester I - Mathematics -I

SUBJECT CODE : SM3AA

YEAR/SEMESTER : I YEAR / I SEM

(Effective from the Academic Year 2020-2021)

COURSE OBJECTIVES:

1. To enable students to learn basic concepts of Algebra and Numerical methods.
2. To enable students to understand Matrices and Theory of equations.
3. To learn circular, hyperbolic and inverse hyperbolic functions and to understand differential calculus and its applications.

SYLLABUS

Unit 1

Algebra And Numerical Methods: Algebra: Summation of series - simple problems. Numerical Methods: Operators E, ∇ , difference tables- Newton-Raphson method- Newton's forward and backward interpolation formulae for equal intervals, Lagrange's interpolation formula.

Chapter 2, Section 2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter 3, Section 3.4.1 and Chapter 5, Section 5.1 and 5.2.

Unit 2

Matrices: Symmetric, Skew-Symmetric, Orthogonal, Hermetian, Skew-Hermetian and Unitary matrices. Eigen values and Eigen-vectors, Cayley-Hamilton theorem (without proof) – verification- Computation of inverse of matrix using Cayley - Hamilton theorem.

Chapter 4, Section 4.1.1 to 4.1.6, 4.5, 4.5.2, 4.5.3.

Unit 3

Theory Of Equations: Polynomial equations with real coefficients, irrational roots, complex roots, symmetric functions of roots, transformation of equation by increasing or decreasing roots by a constant, reciprocal equation-simple problems.

Chapter 3, Section 3.1 to 3.4.1(omit section 3.2.1)

Unit 4

Trigonometry: Expansions of $\sin(n\theta)$ and $\cos(n\theta)$ in a series of powers of $\sin\theta$ and $\cos\theta$ - Expansions of $\sin n\theta$, $\cos n\theta$, $\tan n\theta$ in a series of sines, cosines and tangents of multiples of " θ " - Expansions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ in a series of powers of " θ " – Hyperbolic and inverse hyperbolic functions .

Chapter 6, Section 6.1 to 6.3.

Unit 5

Differential Calculus: Successive differentiation, n th derivatives, Leibnitz theorem (without proof) and applications, Jacobians, Curvature and radius of curvature in Cartesian co-ordinates, maxima and minima of functions of two variables- Simple problems

Chapter 1, Section 1.1 to 1.3.1 and 1.4.3.

COURSE OUTCOMES:

1. Student gain knowledge to find the summation of series and to solve problems in Numerical methods.
2. Student will be able to find the Eigen values, Eigen vectors, apply Cayley Hamilton theorem to find inverse of a Matrix, Powers of a Matrix and to solve polynomial equations.

3. Student will be able to evaluate circular, Hyperbolic, inverse hyperbolic functions and to find higher derivatives of functions and its applications

4. To Evaluate circular and Hyperbolic and inverse hyperbolic functions and their powers.

5. To find higher derivatives of functions and its applications.

Content and treatment as in

Allied Mathematics, Volume I and II, by P. Duraipandian and S. Udayabaskaran, S. Chand Publications

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. viswanathan Printers, 1986, Chennai.

2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.themathpaage.com>

2. <http://nptel.ac.in>

SUBJECT : BASIC TAMIL - அடிப்படைத் தமிழ்

SUBJECT CODE: NLT1C

YEAR/SEMESTER : I YEAR/ I SEM

அடிப்படைத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ் மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ் மொழியின் சொல் வகை, தொடரமைப்பு, தமிழில் எண்ணுப்பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ள வைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம் - முதல் பருவம் (SYLLABUS)

அலகு - 1.

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய் எழுத்து, 3. உயிர் மெய் எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல், 2. வினை ச்சொல், 3. இடை ச்சொல், 4. உரிச் சொல்

அலகு -3.

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப் பொருள்

அலகு -4.

பிழை நீக்கம்

1. ஒற்றுப் பிழை, 2. எழுத்துப் பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப் பெயர்கள், வாழ் இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவு முறைகள்-சுவை-காய்கள்-பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Outcome)

இந்தப் பாடத்தினால் வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேச முடியும். தமிழ் மொழியிலுள்ள சிறு சிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும். தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய் வருதல்.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable).

SUBJECT: ADVANCE TAMIL- சிறப்புத்தமிழ்
SUBJECT CODE: TLT1C
YEAR/SEMESTER: I YEAR/I SEMESTER

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம்பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ் மொழியைமுழுமையாக அறிந்து கொள்ளாத கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும் நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III. மொழிப்பயிற்சி

அலகு -1 - நாட்டுப் புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு -2 - புனை கதை

1."கட்டை விரல்"-சி.என்.அண்ணாதுரை

அலகு -3- புதுக்கவிதை

1. ஆடிக்காற்றே-சிற்பி,

2. கடமையைச் செய்-மீரா,

3. இழந்தவர்கள்-அப்துல் ரகுமான்

அலகு - 4- மொழித்திறன்

1. கலைச்சொல்லாக்கம்,

2. பொருந்தியசொல் தருதல்,

3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள் (Outcome)

- தமிழ் மொழியின் இலக்கியஇன்பத்தை உணர முடிகின்றது.
- சொல் வளம் பெற்று புது கலைச்சொல்படைக்க உதவுகின்றது.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் சிறப்புத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் என்று தனியாக இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

NON-MAJOR ELECTIVE

SUBJECT: ENGLISH FOR COMPETITIVE EXAMINATIONS -PAPER

SUBJECT CODE : AG5AC

YEAR/SEMESTER: I YEAR/ I SEM

OBJECTIVES:

□ **enable students to prepare for competitive examinations**

develop reasoning and analytical abilities

enhance their vocabulary

make learners read, comprehend and analyze short and long passages

LEARNING COMPONENTS:

UNIT 1: Verbal Reasoning Abilities

1.1 Logical Sequence of Words

1.2 Syllogisms

1.3 Analogy

UNIT 2: Vocabulary and Syntax

2.1 Form and Content words / word meaning, commonly confused words / expressions

2.2 Word Formation – affixes, compound words, one word substitutes

2.3 Unscramble words

UNIT 3: Grammar

3.1 Word Classes, Conversion , Concord

3.2 Conversion of sentences – kinds of sentences, active/ passive voice, direct/ indirect speech

3.3 Error correction

UNIT 4: Reading Comprehension

4.1 Reading Passages for Comprehension – I (short passages)

4.2 Reading Passages for Comprehension II (long passages)

4.3 Note making / summarising

UNIT 5: Writing

5.1 Para jumbling – sequencing sentences in the right order

5.2 Paraphrasing

5.3 Writing short paragraphs – Narration and Description.

LEARNING OUTCOMES:

By the end of the course, the students will be able to

➤ Face competitive examinations confidently

➤ Reason and analyse general concepts

➤ Use words appropriately in context

➤ Read, comprehend, analyse and interpret different types of reading materials

PROFESSIONAL ENGLISH- I

SUBJECT : ENGLISH FOR PHYSICAL SCIENCE

SUBJECT CODE :PZ1SA

YEAR/ SEMESTER: I YEAR/I SEM

COURSE OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students.
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication

SYLLABUS

UNIT 1: COMMUNICATION Listening: Listening to audio text and answering questions - Listening to Instructions Speaking: Pair work and small group work. Reading: Comprehension passages –Differentiate between facts and opinion Writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION Listening: Listening to process description.-Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations Interpreting Visuals inputs Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS Listening: Listening comprehension-Listening for information. Speaking: Making presentations (with PPT- practice). Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing –Summary writing Vocabulary: Register specific - Incorporated into the LSRW tasks

LEARNING OUTCOMES

- **Recognise their own ability to improve their own competence in using the language · Use language for speaking with confidence in an intelligible and acceptable manner · Understand the importance of reading for life.**
- **Read independently unfamiliar texts with comprehension**
- **Understand the importance of writing in academic life**
- **Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)**
- **NB: All four skills are taught based on texts/passages.**

II SEMESTER

SUBJECT :பொதுத் தமிழ்
SUBJECT CODE:LA12A
YEAR/SEMESTER: I YEAR/II SEM

பாடத்திட்டத்தின் நோக்கம்:-

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து
கிடக்கும் அதன் ஆழ் அகலத்தையும் ஒரு பருந்து பார்வையில்
நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி
கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம்
ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின்
இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.
பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி
கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ்
மக்களின் வாழ்வியலை எடுத்துரைத்தல். இவையே
இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்
(SYLLABUS)

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10
வரிகள் – வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார்,
நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம்
(காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)

2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள்
(எட்டுத்தொகை, பத்துப்பாட்டு)

2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை,
பண்புத் தொகை,

உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்)

[பத்தியிலிருந்து இலக்கணக்

குறிப்புகளைக் கண்டறிதல்]

2. ஒற்று மிகும் மிகா இடங்கள்

3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக்
கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின்
அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும்
உணர்ந்து கொள்ளுதல். பழந்தமிழ் இலக்கிய வாசிப்பின் வழி
இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை
அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின்
தேவையை வலியுறுத்துதல்.

மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி

உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை
வளர்க்கின்றது.

போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ்

இலக்கிய வரலாற்றுப்பகுதி மிகுந்த

பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு

ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும்

பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses.

-

2021 onwards.)

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம்

வடிவமைத்த பாடத்திட்டங்கள்

ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

SUBJECT: HINDI -II
SUBJECT CODE: CLE2G
YEAR/SEMESTER: I YR/ II SEMESTER

PAPER – II – ONE ACT PLAY, SHORT STORY & TRANSLATION

I. COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I . ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand
Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA MANJARI

Edited by: Dr. Chitti. Annapurna
Rajeswari Publications
21/3, Mothilal Street, (Opp. Ranganathan Street),
T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev

4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi)

BOOKS FOR REFERENCE :

1. Prayojan Moolak Hindi : Dr. Syed Rahamathulla

Poornima Prakashan, 4/7, Begum III
Street, Royapettah, Chennai – 14.

2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha
T. Nagar, Chennai -17.

UNITISED SYLLABUS

UNIT – I

- 1. Auranzeb ki Aakhiri Raat**
- 2. Mukthidhan**
- 3. Practice of Annotation Writing**
- 4. Practice of Summary and Literary evaluation Writing**

UNIT – II

- 1. Laksmi ka Swagat**
- 2. Mithayeewala**
- 3. Practice of Annotation Writing**
- 4. Practice of Summary and Literary evaluation Writing**

UNIT-III

- 1. Basant Ritu ka Natak**
- 2. Seb Aur Dev**
- 3. Practice of Annotation Writing**
- 4. Practice of Summary and Literary evaluation Writing**

UNIT-IV

- 1. Bahut Bada Sawal**
- 2. Vivah ki Teen Kathayen**
- 3. Practice of Annotation Writing**
- 4. Practice of Summary and Literary evaluation Writing**

UNIT-V

- 1. Translation Practice. (English to Hindi)**

II. COURSE OUTCOMES:

- 1. Understand the role of Hindi short stories and One Act Play in the development of the society.**
- 2. Knowledge about the importance of cultural, social and moral responsibility of human beings.**
- 3. Enculcating the habit of book reading to gain knowledge of vocabularies.**
- 4. Understanding the importance of art of translation.**

SUBJECT :Foundation Course: Paper II-French II

SUBJECT CODE:CLK2T

YEAR/SEMESTER: I YEAR/II SEM

Title of the Paper : Prescribed text and grammar-II

Objectives

In teaching French we aim to

- **provide the learners with a basic knowledge of grammar and gradually give them an insight**
- **into the culture and literature of France**
- **enable them to comprehend the nuances of the language so they are better equipped to**
- **express themselves in French**
- **discover another world , another people , another way of life.**
- **make them more accepting of people who differ from them**

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

UNIVERSITY OF MADRAS

FRENCH SYLLABUS WITH EFFECT FROM 2020-2021

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome :

Learners are able

- **to comprehend and express themselves well**
- **to have an interest to look into another world**
- **to improve communication skills**
- **to perform well in the University Exams .**

Recommend text - Not applicable

SUBJECT : COMMUNICATIVE ENGLISH II

SUBJECT CODE:LZ12A

YEAR/SEMESTER: I YEAR/II SEM

LEARNING OBJECTIVES:

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self- confidence through various classroom activities and outdoor activities

Unit I

1.Listening and Speaking

a .Listening and responding to complaints (formal situation).

b. Listening to problems and offering solutions (informal)

2.Reading and writing

Reading aloud (brief motivational anecdotes)

Writing a paragraph on a proverbial expression/motivational idea.

3Word Power/Vocabulary

a.Synonyms & Antonyms

4.Grammar in Context

●Adverbs Prepositions

Unit II

1.Listening and Speaking

a.Listening to famous speeches and poems

b.Making short speeches- Formal: welcome speech and vote of thanks.

Informal occasions- Farewell party, graduation speech

2.Reading and Writing

a.Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

b.Reading poetry

b.i.Reading aloud: (Intonation and Voice Modulation)

b.ii.Identifying and using figures of speech - simile, metaphor, personification etc.

3.Word Power

a.Idioms & Phrases

4.Grammar in Context Conjunctions and Interjections

Unit III

1.Listening and Speaking

a.Listening to Ted talks

b.Making short presentations – Formal presentation with PPT, analytical presentation of graphs and

Reports of multiple kinds

c. Interactions during and after the presentations 2. Reading and writing

a.Writing emails of complaint

b.Reading aloud famous speeches

3.Word Power

a.One Word Substitution

4.Grammar in Context: Sentence Patterns

Unit IV

1.Listening and Speaking

a.Participating in a meeting: face to face and online

b.Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2.Reading and Writing

a.Reading visual texts – advertisements

b.Preparing first drafts of short assignments

3.Word Power

a.Denotation and Connotation

4.Grammar in Context: Sentence Types

Unit V

1.Listening and Speaking

a.Informal interview for feature writing

b.Listening and responding to questions at a formal interview

2.Reading and Writing

a.Writing letters of application

b.Readers' Theatre (Script Reading)

c.Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3.Word Power

a.Collocation

4.Grammar in Context: Working With Clauses

LEARNING OUTCOMES:

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills
- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and
- comprehensibility
- Students will give oral presentations and receive feedback on their performance

- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading

SUBJECT: OBJECT ORIENTED PROGRAMMING CONCEPTS USING C++
SUBJECT CODE: SU22A
YEAR/SEMESTER: I YEAR / II SEM

OBJECTIVES:

- To inculcate knowledge on Object-oriented programming concepts using C++.
- To gain Knowledge on programming with C++.

UNIT - I

Introduction to C++ - key concepts of Object-Oriented Programming –Advantages – Object Oriented Languages – I/O in C++ - C++ Declarations. Control Structures: - Decision Making and Statements: If ..else, jump, goto, break, continue, Switch case statements - Loops in C++ : for, while, do - functions in C++ - inline functions – Function Overloading.

UNIT - II

Classes and Objects: Declaring Objects – Defining Member Functions – Static Member variables and functions – array of objects –friend functions – Overloading member functions – Bit fields and classes – Constructor and destructor with static members.

UNIT- III

Operator Overloading: Overloading unary, binary operators – Overloading Friend functions – type conversion – Inheritance: Types of Inheritance – Single, Multilevel, Multiple, Hierarchal, Hybrid, Multi path inheritance – Virtual base Classes – Abstract Classes.

UNIT - IV

Pointers – Declaration – Pointer to Class, Object – this pointer – Pointers to derived classes and Base classes – Arrays – Characteristics – array of classes – Memory models – new and delete operators – dynamic object –Binding, Polymorphism and Virtual Functions.

UNIT - V

Files – File stream classes – file modes – Sequential Read / Write operations – Binary and ASCII Files – Random Access Operation – Templates – Exception Handling - String – Declaring and Initializing string objects – String Attributes – Miscellaneous functions.

COURSE OUTCOMES:

CO1	The students will be able to understand the concept of objects and their features and represent it as a c++ program.
CO2	Able to write programs with the concept of files.
CO3	Able to understand what is exception. How to catch the exception and find a solution for the exception

TEXT BOOK:

1. . Balagurusamy, “Object-Oriented Programming with C++”, TMH 2013, 7th Edition.

REFERENCE BOOKS:

1. A ok N Kamthane, “Object-Oriented Programming with ANSI and Turbo C++”, Pearson Education 2003.
2. aria Litvin & Gray Litvin, “C++ for you”, Vikas publication 2002.

WEB REFERENCES:

- NPTEL & MOOC courses titled Object oriented programming concepts using C++
- <https://alison.com/course/introduction-to-c-plus-plus-programming>

SUBJECT:PRACTICAL - II -C++ PROGRAMMING LAB**SUBJECT CODE: SU221****YEAR/SEMESTER: I YEAR / II SEM****OBJECTIVES:**

- To implement the various object-oriented programming concepts using C++.
- To implement the files manipulation using c++.
- To implement various templates using c++.

LIST OF EXERCISES:

1. Write a C++ program to demonstrate function overloading, Default Arguments and Inline function.
2. Write a C++ program to demonstrate Class and Objects
3. Write a C++ program to demonstrate the concept of Passing Objects to Functions
4. Write a C++ program to demonstrate the Friend Functions.
5. Write a C++ program to demonstrate the concept of Passing Objects to Functions
6. Write a C++ program to demonstrate Constructor and Destructor
7. Write a C++ program to demonstrate Unary Operator Overloading
8. Write a C++ program to demonstrate Binary Operator Overloading
9. Write a C++ program to demonstrate:
 - Single Inheritance
 - Multilevel Inheritance
 - Multiple Inheritance
 - Hierarchical Inheritance
 - Hybrid Inheritance
- 10 Write a C++ program to demonstrate Virtual Functions.
11. Write a C++ program to manipulate a Text File.
12. Write a C++ program to perform Sequential I/O Operations on a file.
13. Write a C++ program to find the Biggest Number using Command Line Arguments
14. Write a C++ program to demonstrate Class Template
15. Write a C++ program to demonstrate Function Template.
16. Write a C++ program to demonstrate Exception Handling

COURSE OUTCOMES:

CO1	To understand the structure and model of the C++ programming language.
CO2	To solve problems in C++ demonstrating Object Oriented Concepts.
CO3	To execute programs with read and write operations on files.

SUBJECT: Allied II - Mathematics
SUBJECT CODE:SM3AE
YEAR/SEMESTER : I YEAR/II SEM

COURSE OBJECTIVES:

1. Enable the students to know Integration using Recurrence relation and Fourier series for circular functions.
2. To understand Differential equations, Laplace transforms and its applications
3. To know the derivatives in Vector and Vector integration.

SYLLABUS

Unit 1

Integral Calculus:Bernoullis formula – Reduction formulae-, (m,n being positive integers), Fourier series for functions in $(0, 2\pi)$, $(-\infty, \infty)$.

Chapter 2: Section 2.7 & 2.9 , Chapter 4: Section 4.1.

Unit 2

Differential Equations:

Ordinary Differential Equations: second order non- homogeneous differential equations with constant coefficients of the form $ay'' + by' + cy = X$ where X is of the form e^{ax} and -Related problems only.

Partial Differential Equations: Formation, complete integrals and general integrals, four standard types and solving Lagrange's linear equation $Pp + Qq = R$.

Chapter 5: Section 5.2.1, Chapter 6: Section 6.1 to 6.4

Unit 3:

Laplace Transforms: Laplace transformations of standard functions and simple properties, inverse Laplace transforms, Application to solution of linear differential equations up to second order- simple problems.

Chapter 7: Section 7.1.1 to 7.1.4 & 7.2 to 7.3

Unit 4:

Vector Differentiation: Introduction, Scalar point functions, Vector point functions, Vector differential operator Gradient, Divergence, Curl, Solenoidal, irrotational, identities.

Chapter 8, Section 8.1 to 8.4.4

Unit 5:

Vector Integration: Line, surface and volume integrals, Gauss, Stoke's and Green's theorems (without proofs). Simple problems on these.

Chapter 8, Section 8.5 to 8.6.3.

COURSE OUTCOMES:

1. Students will be able to apply reduction formulae to evaluate integrals and to find Fourier series of a given periodic function.
2. Student will be able to solve differential equations and to apply Laplace transform to solve differential and integral equations.
3. To find derivatives of vector functions and to evaluate Line ,surface and Volume integrals using Greens, Stokes & Gauss divergence theorem and verifying the same.

**Content and treatment as in
Allied Mathematics, Volume I and II , P. Duraipandian and S.
Udayabaskaran, S. Chand Publications.**

Reference:-

- 1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.**
- 2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.**

e-Resources:

1.<http://www.sosmath.com>

http://www.analyzemath.com/Differential_Equations/applications.html

SUBJECT: BASIC TAMIL-அடிப்படைத்தமிழ்

SUBJECT CODE: NLT2D

YEAR/SEMESTER: I YEAR /II SEM

அடிப்படைத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ் மொழியிலுள்ள சிறு சிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறு கதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச் சூடி(1-12), 2. கொன்றை வேந்தன்(1-8),

3. திருக்குறள்(5)

1. அகர முதல (1), 2. செயற்கரிய (26), 3.

மனத்துக்கண் (34), 4. கற்க கசடறக்..... (391), 5.

எப்பொருள் (423).

அலகு - 2.

1. நீதிக் கதைகள் பீர்பால் கதை, 2. பரமார்த்த குரு கதை.

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள்

புலவர்கள்

ஆ.தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்-

சுற்றுலாத்தலங்கள்- அலுவலகப் பெயர்கள்

இ.பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள் (Outcome)

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ்

மொழியின் சிறப்பினையும் மொழிவளத்தையும்

அறிந்து கொள்ள உதவுகிறது. தமிழக மக்களின்
பண்பாட்டுக்கூறுகளை உணர்ந்து கொள்ளுதல்
பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம்
அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே
வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை.
எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம்
வடிவமைத்த பாடத்திட்டங்கள் ஆகையால்
குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book
not applicable)

SUBJECT:ADVANCE TAMIL - சிறப்புத்தமிழ்- பகுதிIV

SUBJECT CODE: TLT2D

YEAR/SEMESTER:I YEAR/II SEM

பாடத்திட்டத்தின்நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் சிலவகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிறமொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது.

இங்குபழந்தமிழ்ச்செய்யுள்கள்முதல்தற்காலபுதுக்கவிதைகள்வரைஉள்ளஒருசிலபகுதிகள்அமைந்துள்ளன. தமிழ்

இலக்கியப்பகுதியும், தமிழிலக்கியவரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும்பாடமாகஅமைகிறது. தமிழிலக்கியங்களின் காலவளர்ச்சியையும், காலங்கள் மாறினாலும் தமிழின் சிறப்புகள் குறையாமல் இருப்பதையும் சுட்டிக்காட்டுவதே இதன் நோக்கம் ஆகும்.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

I. இலக்கியம்

II. அதைச்சார்ந்ததமிழிலக்கியவரலாறு

III.மொழிப்பயிற்சி

அலகு-1 - கட்டுரை

1. பெண்ணின்பெருமை-திரு.வி.க

அலகு -2- செய்யுள்

1. புறநானூறு-

அ. கெடுகசிந்தை-ஓக்கூர்மாசாத்தியார்,

ஆ. ஈன்றுபுறந்தருதல்-பொன்முடியார்,

இ. யாதும்ஊரே -கனியன்பூங்குன்றனார்

2. திருக்குறள் - வான்சிறப்புமுழுமையும்

3. சிலப்பதிகாரம் - மங்கலவாழ்த்துப்பாடல்

4. திருவாசகம் - வேண்டத்தக்கது

5. திருவாய்மொழி-உயர்வற

6. இரட்சண்யயாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

7. சீறாப்புராணம் - வானவர்க்கும்

8. பாரதியார்- நல்லதோர்வீணை

அலகு -3

இலக்கியவரலாறு - பாடம்தழுவியஇலக்கியவரலாறு

அலகு -4

மொழிபெயர்ப்பு -

ஆங்கிலப்பகுதியைத்தமிழாக்கம்செய்தல்

பாடத்திட்டத்தின்பயன்கள் (Outcome)

தமிழ்மொழி, தமிழிலக்கியத்தின்தொன்மையைஅறிதல்.
தமிழ்மக்களின்பண்பாட்டைக்காலவாரியாகஉணர்ந்துகொள்ளுதல்.
மொழிபெயர்ப்புத்துறையிலும்செயலாற்றமுடியும்.

பாடநூல்

தமிழ் – பகுதி 4 -

சென்னைப்பல்கலைக்கழகம்அடிப்படைத்தமிழுக்குப்

பாடத்திட்டங்கள்மட்டுமேவரையறுத்துள்ளது.

அதைநூலாகவெளியிடவில்லை. எனவே,

பாடநூல்என்றுதனியாகஇல்லை.

Reference book

தமிழ் – பகுதி 4 -

சென்னைப்பல்கலைக்கழகம்வடிவமைத்தபாடத்திட்டங்கள்

ஆகையால்குறிப்புதவிநூல்என்றுதனியாகஇல்லை. (Reference book
not applicable)

NON-MAJOR ELECTIVE

SUBJECT:ENGLISH FOR COMPETITIVE EXAMINATIONS -PAPER II

SUBJECT CODE :AG5AD

YEAR/SEMESTER : I YEAR/II SEM

OBJECTIVES

- enable students to prepare for competitive examinations
- enable learners to write coherently
- enable learners to write short paragraphs and long essays

Course Components :

UNIT-1: Verbal Reasoning Abilities

1.1 Alpha –Numeric abilities

1.2 Cause and Effect

1.3 Character puzzles

UNIT-2: Vocabulary and Syntax

2.1 Idioms and Phrases,

2.2 Words reordering

2.3 Antonyms/ synonyms, cloze tests

UNIT-3: Grammar

3.1 Transformation of Sentences – Simple , compound, complex

3.2 Phrasal Verbs

3.3 Error correction

UNIT 4: Reading Comprehension

4.1 2Interpreting Passages

4.2 Interpreting graphs & tables

4. 3Interpretation of charts &maps

UNIT 5: Writing

5.1 Dialogue writing

5.2 Speech Writing

5.2 Essay Writing

Learning Outcomes

After completing this course, the learners will be able to

- **face competitive examinations confidently**
- **use words appropriately in context**
- **write long essays coherently**

PROFESSIONAL ENGLISH- II

SUBJECT: ENGLISH FOR PHYSICAL SCIENCE -II

SUBJECT CODE: PZ1SC

YEAR/SEMESTER: I YEAR /II SEM

OBJECTIVES:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with research bent of mind develop their skills in writing reports and research proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) **Writing:**

Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area.

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject

based Reading : Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

Creating blogs, flyers and brochures (subject based)

Poster making – writing slogans/captions (subject based)

Unit 5- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

LEARNING OUTCOMES:

- **At the end of the course, learners will be able to,**
- **Attend interviews with boldness and confidence.**
- **Adapt easily into the workplace context, having become communicatively competent.**
- **Apply to the Research & Development organizations/ sections in companies and offices with winning proposals.**

UNIVERSITY OF MADRAS

ACADEMIC YEAR 2021-2022

BCA SYLLABUS – II YEAR

S.NO.	PART	SUBJECT NAME	CREDITS	MAX. MARKS		
SEMESTER III			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
1	III	Core III: Data Structures	4	75	25	100
2	III	Core IV: Java programming	4	75	25	100
3	III	Core V: Computer Organization	4	75	25	100
4	III	Practical III : Data Structures using Java Lab	3	60	40	100
5	III	Allied III: Financial Accounting	5	75	25	100
6	IV	Soft Skill III	3	50	50	100
7	IV	Environmental Studies	Examination will be held in Semester IV			
		Total Credits	23			
SEMESTER IV			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
1	III	Core VI: Open Source Technologies	4	75	25	100
2	III	Core VII: Computer Network	4	75	25	100
3	III	Core VIII : E-Commerce technologies	4	75	25	100
4	III	Practical IV : Open Source Technologies Lab	3	60	40	100
5	III	Allied IV: Cost and Management Accounting	5	75	25	100
6	IV	Soft Skill IV	3	50	50	100
7	IV	Environmental Studies	2	75	25	100
		Total Credits	25			

SEMESTER III

CORE – III SZ23A - DATA STRUCTURES II YEAR / III SEM

OBJECTIVES:

- To understand the concepts of ADTs
- To learn linear data structures-lists, stacks, queues
- To apply Tree and Graph structures
- To understand sorting, searching and hashing

UNIT - I

Abstract Data Types (ADTs)- List ADT-array-based implementation-linked list implementation-singly linked lists-circular linked lists-doubly-linked lists-applications of lists-Polynomial Manipulation- All operations- Insertion-Deletion-Merge-Traversal.

UNIT - II

Stack ADT-Operations- Applications- Evaluating arithmetic expressions – Conversion of infix to postfix expression-Queue ADT-Operations-Circular Queue- Priority Queue- deQueue-applications of queues.

UNIT - III

Tree ADT-tree traversals-Binary Tree ADT-expression trees-applications of trees-binary search tree ADT- Threaded Binary Trees-AVL Trees- B-Tree- B+ Tree – Heap-Applications of heap.

UNIT - IV

Definition- Representation of Graph- Types of graph-Breadth first traversal – Depth first traversal-Topological sort- Bi-connectivity – Cut vertex- Euler circuits-Applications of graphs.

UNIT - V

Searching- Linear search-Binary search-Sorting-Bubble sort-Selection sort-Insertion sort-Shell sort-Radix sort- Hashing-Hash functions-Separate chaining- Open Addressing-Rehashing-Extendible Hashing.

COURSE OUTCOMES:

CO1	Implement abstract data types for linear data structures.
CO2	Apply the different linear and non linear data structures to problem solutions.
CO3	Critically analyze the various sorting algorithms.

TEXT BOOKS:

1. Mark Allen Weiss, “*Data Structures and Algorithm Analysis in C++*”, Pearson Education 2014, 4th Edition.
2. Reema Thareja, “*Data Structures Using C*”, Oxford Universities Press 2014, 2nd Edition.

REFERENCES:

1. Thomas H.Cormen,Chales E.Leiserson,Ronald L.Rivest, Clifford Stein, “*Introduction to Algorithms*”, McGraw Hill 2009, 3rd Edition.
2. Aho, Hopcroft and Ullman, “*Data Structures and Algorithms*”, Pearson Education 2003.

WEB REFERENCES:

- NPTEL & MOOC courses titled Data Structures
- <https://nptel.ac.in/courses/106106127/>

CORE – IV SZ23B - JAVA PROGRAMMING II YEAR / III SEM

OBJECTIVES:

- To understand the concepts of Object Oriented Programming.
- To learn about the control structures, class with attributes and methods used in Java.

UNIT - I

Introduction to OOPS: Paradigms of Programming Languages – Basic concepts of Object Oriented Programming

– Differences between Procedure Oriented Programming and Object Oriented programming - Benefits of OOPs – Application of OOPs. Java: History – Java features – Java Environment – JDK – API. Introduction to Java: Types of java program – Creating and Executing a Java program – Java Tokens- Java Virtual Machine (JVM) – Command Line Arguments –Comments in Java program.

UNIT - II

Elements: Constants – Variables – Data types - Scope of variables – Type casting – Operators: Special operators – Expressions – Evaluation of Expressions. Decision making and branching statements- Decision making and Looping– break – labeled loop – continue Statement. Arrays: One Dimensional Array – Creating an array – Array processing – Multidimensional Array – Vectors – ArrayList – Advantages of Array List over Array Wrapper classes.

UNIT - III

Class and objects: Defining a class – Methods – Creating objects – Accessing class members – Constructors – Method overloading – Static members –Nesting of Methods – this keyword – Command line input. Inheritance: Defining inheritance –types of inheritance– Overriding methods – Final variables and methods – Final classes – Final methods - Abstract methods and classes – Visibility Control- Interfaces: Defining interface – Extending interface - Implementing Interface - Accessing interface variables. Strings: String Array – String Methods – String Buffer Class.

UNIT - IV

Packages: Java API Packages – System Packages – Naming Conventions –Creating & Accessing a Package – Adding Class to a Package – Hiding Classes. Exception Handling: Limitations of Error handling – Advantages of Exception Handling - Types of Errors – Basics of Exception Handling – try blocks – throwing an exception – catching an exception – finally statement. Multithreading: Creating Threads – Life of a Thread – Defining & Running Thread – Thread Methods – Thread Priority – Synchronization –Implementing Runnable interface – Thread Scheduling.

UNIT - V

I/O Streams: File – Streams – Advantages - The stream classes – Byte streams –Character streams. Applets: Introduction – Applet Life cycle – Creating & Executing an Applet –Applet tags in HTML – Parameter tag – Aligning the display - Graphics Class: Drawing and filling lines – Rectangles – Polygon – Circles – Arcs – Line Graphs – Drawing Bar charts AWT Components and Event Handlers: Abstract window tool kit – Event Handlers – Event Listeners – AWT Controls and Event Handling: Labels – Text Component – Action Event – Buttons – Check Boxes – Item Event – Choice– Scrollbars – Layout Managers- Input Events – Menus.

COURSE OUTCOMES:

CO1	Knowledge of the structure and model of the Java programming language.
CO2	Understand the basic principles of creating Java applications with GUI.
CO3	Demonstrate use of string and String Buffers, Develop multithreaded programs in Java.

TEXT BOOKS:

1. E. Balagurusamy, “*Programming with Java*”, TataMc-Graw Hill, 5th Edition.
2. Sagayaraj, Denis, Karthick and Gajalakshmi, “*Java Programming for Core and advanced learners*”, Universities Press (INDIA) Private Limited 2018.

REFERENCES:

1. Herbert Schildt, “*The complete reference Java*”, TataMc-Graw Hill, 7th Edition.

WEB REFERENCES:

- NPTEL & MOOC courses titled Java
- <https://nptel.ac.in/courses/106105191/>

CORE – V SZ23C -COMPUTER ORGANIZATION II YEAR/III SEM

OBJECTIVES:

- To understand the basic organization of computers and the working of each component and CPU
- To bring the programming features of 8085 Microprocessor and know the features of latest microprocessors.
- To understand the principles of Interfacing I/O devices and Direct Memory accesses

UNIT - I

Data representation: Data types – Complements- fixed point and floating point representation other binary codes. Register Transfer and Microoperations: Register transfer language- Register transfer- Bus and Memory transfers – Arithmetic, logic and shift micro operations.

UNIT - II

Central processing unit: General register and stack organizations- instruction formats - Addressing modes- Data transfer and manipulation - program control- RISC - Pipelining - Arithmetic and instruction- RISC pipeline - Vector processing and Array processors.

UNIT - III

Microprocessor Architecture and its Operations - 8085 MPU - 8085 Instruction Set and Classifications. Programming in 8085: Code conversion - BCD to Binary and Binary to BCD conversions - ASCII to BCD and BCD to ASCII conversions - Binary to ASCII and ASCII to Binary conversions.

UNIT - IV

Programming in 8085:BCD Arithmetic - BCD addition and Subtraction - Multibyte Addition and Subtraction - Multiplication and Division. Interrupts: The 8085 Interrupt – 8085 Vectored Interrupts –

UNIT - V

Direct Memory Access(DMA)and 8257 DMA controller - 8255A Programmable Peripheral Interface. Basic features of Advanced Microprocessors - Pentium - I3 , I5 and I7.

COURSE OUTCOMES:

CO1	Describe the major components of a computer system and state their function and purpose
CO2	Describe the microstructure of a processor
CO3	Demonstrate the ability to program a microprocessor in assembly language.
CO4	Classify and describe the operation DMA and peripheral Interfaces.

TEXT BOOKS:

1. M.M. Mano, “Computer System architecture”. Pearson, Third Edition, 2007
2. R. S. Gaonkar- "Microprocessor Architecture- Programming and Applications with 8085"- 5th Edition- Penram- 2009.
3. Tripti Dodiya & Zakiya Malek, “Computer Organization and Advanced Microprocessors”, Cengage Learning, 2012.

REFERENCE BOOKS:

1. Mathur- “Introduction to Microprocessor”- 3rd Edition- Tata McGraw-Hill-1993.
2. P. K. Ghosh and P. R. Sridhar- “0000 to 8085: Introduction to Microprocessors for Engineers and Scientists”- 2nd Edition- PHI- 1995.

3. NagoorKani- “Microprocessor (8085) and its Applications”- 2nd Edition- RBA Publications- 2006.
4. V. Vijayendran- “Fundamentals of Microprocessors – 8085”- S. Viswanathan Pvt. Ltd.- 2008.

WEB REFERENCES:

- NPTEL & MOOC courses titled Computer organization
- <https://nptel.ac.in/courses/106105163/>
- <https://nptel.ac.in/courses/106103068/>

PRACTICAL – III SZ231 - DATA STRUCTURES USING JAVA LAB
II YEAR / III SEM

OBJECTIVES:

- To implement linear and non-linear data structures
- To understand the different operations of search trees
- To implement graph traversal algorithms
- To get familiarized to sorting and searching algorithms

LIST OF EXERCISES:

1. Write a Java programs to implement the List ADT using arrays and linked lists.
2. Write a Java programs to implement the following using a singly linked list. Stack ADT (b) Queue ADT
3. Write a java program that reads an infix expression, converts the expression to postfix form and then evaluates the postfix expression (use stack ADT).
4. Write a Java program to implement priority queue ADT.
5. Write a Java program to perform the following operations:
 - (a) Insert an element into a binary search tree.
 - (b) Delete an element from a binary search tree.
 - (c) Search for a key element in a binary search tree.
6. Write a Java program to perform the following operations
 - (a) Insertion into an AVL-tree
 - (b) Deletion from an AVL-tree
7. Write a Java programs for the implementation of BFS for a given graph.
8. Write a Java programs for the implementation of DFS for a given graph.
9. Write a Java programs for implementing the following searching methods:
 - (a) Linear search
 - (b) Binary search.
10. Write a Java programs for implementing the following sorting methods:
 - (a) Bubble sort
 - (b) Selection sort
 - (c) Insertion sort
 - (d) Radix sort.

COURSE OUTCOMES:

CO1	Write functions to implement linear and non-linear data structure operations.
CO2	Suggest appropriate linear and non-linear data structure operations for solving a given problem.
CO3	Analyze various sorting methods.

ALLIED PAPER -III - SZ33A-FINANCIAL ACCOUNTING II YEAR/III SEM

OBJECTIVES

- To familiarize the students with knowledge about financial reporting standards
- To enable the students to understand the system of preparing financial statements of various types of organization
- To develop an awareness of depreciation and single entry
- To understand the accounting principles of Partnership Accounts.
- To enrich the students about Branch Accounting System
- To familiarize the concepts of Departmental Accounting
- To enable the students to understand the system of preparing financial statements for various types of organization

Unit-1: The Accounting structure: Basic accounting concepts and conversions – Accounting equation – Meaning of accounting – Groups interested in accounting information – trial balance, final accounts (emphasis to be given to important adjustments) – Rectification of errors – Suspense account

Unit-2: Depreciation accounting – Meaning of depreciation – Methods of providing depreciation – Fixed percentage on original cost – Fixed percentage on diminishing balance (including change in the method of depreciation) Single entry : Definition and salient features Statement of affairs method – Conversion method. Average due date – Account current and investment accounts

Unit-3: Branch Accounts: Debtors system – profit and Loss Accounts – Stock and debtors system – Distinction between wholesale profit and retail profit – Independent branch (foreign branch excluded) – Departmental Accounts: Basis for allocation of expenses – Inter departmental transfer at cost or selling price – Treatment of expenses which cannot be allocated.

Unit-4: Hire purchase and Instalment purchase: Meaning and legal position – Accounting aspects – Default and re-possession – Hire purchase trading account - Instalment system – Accounting aspect. Sale or Return: Meaning and legal position – Accounting procedure under different circumstances.

Unit-5 : Partnership Accounts: Section 13 of Indian Partnership Act – Fixed and fluctuating capital – Final accounts of firms – Admission of a partner – Retirement of a partner – Death of a partner – dissolution of partnership – Insolvency of a partner – (Garner Vs Murray) – Insolvency of all partners Gradual realization of assets and piecemeal distribution

Recommended Texts & Reference

1. Gupta R.L, Advanced Accountancy, S.Chand, Delhi.
2. Agarwala A.N, Higher Science of Accountancy, Kitab Mahal,Allahabad.

3. S.P. Jain and K.L. Narang, Financial Accounting
4. M.C.Shukla and T.S.Grawel, Advanced Accounts(Vol. I)
5. Gillespie Accounting system, Procedure & methods, Prentice Hall India Ltd, New Delhi.

OUTCOMES

- Students will be aware of the various amendments in Financial reporting
- Students will be able to analyze and prepare financial statement of different types of organization
- They will be aware of the concepts in depreciation and single entry
- They will understand partnership accounting on admission, retirement and dissolution
- The students will have a knowledge about Branch accounting
- The students will become aware of departmental Accounting
- The students will understand the system of preparing financial statements.

SEMESTER IV

CORE - VI SZ24B - OPEN SOURCE TECHNOLOGIES II YEAR / IV SEM

OBJECTIVES:

- To provide a basic idea of Open source technology, their software development process to understand the role and future of open source software in the industry along with the impact of legal, economic and social issues for such software.

UNIT- I

Introduction – Why Open Source – Open Source –Principles, Standards Requirements, Successes
– Free Software – FOSS – Internet Application Projects

UNIT- II

Open source – Initiatives, Principles, Methodologies, Philosophy, Platform, Freedom, OSSD, Licenses – Copy right, Copy left, Patent, Zero Marginal Technologies, Income generation opportunities, Internalization

UNIT- III

Case Studies – Apache, BSD, Linux, Mozilla (Firefox), Wikipedia, Joomla, GCC, Open Office.

UNIT- IV

Open Source Project –Starting, Maintaining –Open Source – Hardware, Design, Teaching & Media

UNIT- V

Open Source Ethics – Open Vs Closed Source – Government – Ethics – Impact of Open source Technology – Shared Software – Shared Source

COURSE OUTCOMES:

CO1	To recognize the benefits and features of Open Source Technology and to interpret, contrast and compare open source products among themselves
CO2	To design and develop open source projects.
CO3	Able to apply open source ethics in usage of any open source software

TEXT BOOK:

1. Kailash Vadera, Bhavyesh Gandhi, “*Open Source Technology*”, Laxmi Publications Pvt Ltd 2012, 1st Edition.

REFERENCE BOOK:

1. Fadi P. Deek and James A. M. McHugh, “*Open Source: Technology and Policy*”, Cambridge Universities Press 2007.

WEB REFERENCES:

- Coursera online course – Open Source Software Development Methods - <https://www.coursera.org/learn/open-source-software-development-methods>

CORE – VII SZ24A - COMPUTER NETWORK

II YEAR / IV SEM

OBJECTIVES:

- To understand the concept of Computer network
- To impart knowledge about networking and inter networking devices

UNIT - I

Introduction – Network Hardware - Software - Reference Models - OSI and TCP/IP Models - Example Networks: Internet, ATM, Ethernet and Wireless LANs - Physical Layer - Theoretical Basis for Data Communication - Guided Transmission Media.

UNIT - II

Wireless Transmission - Communication Satellites - Telephone System: Structure, Local Loop, Trunks and Multiplexing and Switching. Data Link Layer: Design Issues - Error Detection and Correction.

UNIT - III

Elementary Data Link Protocols - Sliding Window Protocols - Data Link Layer in the Internet - Medium Access Layer - Channel Allocation Problem - Multiple Access Protocols - Bluetooth.

UNIT - IV

Network Layer - Design Issues - Routing Algorithms - Congestion Control Algorithms - IP Protocol - IP Addresses - Internet Control Protocols.

UNIT - V

Transport Layer - Services - Connection Management - Addressing, Establishing and Releasing a Connection - Simple Transport Protocol - Internet Transport Protocols (ITP) - Network Security: Cryptography.

COURSE OUTCOMES:

CO1	Analyse different network models
CO2	Analyse and compare a number of data link, network and transport layer
CO3	Analysing key networking protocols and their hierarchical relationship in the conceptual model like TCP/IP and OSI

TEXT BOOK :

1. A. S. Tanenbaum, “*Computer Networks*”, Prentice-Hall of India 2008, 4th Edition.

REFERENCE BOOKS:

1. Stallings, “*Data and Computer Communications*”, Pearson Education 2012, 7th Edition.
2. B. A. Forouzan, “*Data Communications and Networking*”, Tata McGraw Hill 2007, 4th Edition.
3. F. Halsall, “*Data Communications, Computer Networks and Open Systems*”, Pearson Education 2008.
4. D. Bertsekas and R. Gallager, “*Data Networks*”, PHI 2008, 2nd Edition.
5. Lamarca, “*Communication Networks*”, Tata McGraw Hill 2002.

WEB REFERENCES:

- NPTEL & MOOC courses titled Computer Networks
- <https://nptel.ac.in/courses/106106091>

CORE - VIII SZ24C - E-COMMERCE TECHNOLOGIES II YEAR / IV SEM

OBJECTIVES:

- To provide students with an overview and understanding of e-commerce with a specific emphasis on Internet Marketing.
- To explore the major issues associated with e-commerce-security, privacy, intellectual property rights, authentication, encryption, acceptable use policies, and legal liabilities.

UNIT - I

History of E-commerce and Indian Business Context: E-Commerce –Emergence of the Internet – Emergence of the WWW – Advantages of E-Commerce – Transition to E-Commerce in India – The Internet and India – E-transition Challenges for Indian Corporate. Business Models for E-commerce: Business Model – E-business Models Based on the Relationship of Transaction Parties - E-business Models Based on the Relationship of Transaction Types.

UNIT - II

Enabling Technologies of the World Wide Web: World Wide Web – Internet Client-Server Applications – Networks and Internets – Software Agents – Internet Standards and Specifications – ISP. e-Marketing :Traditional Marketing – Identifying Web Presence Goals – Online Marketing – E-advertising – E-branding.

UNIT - III

E-Security: Information system Security – Security on the Internet – E-business Risk Management Issues – Information Security Environment in India. Legal and Ethical Issues : Cybers talking – Privacy is at Risk in the Internet Age – Phishing – Application Fraud – Skimming – Copyright – Internet Gambling – Threats to Children.

UNIT - IV

e-Payment Systems: Main Concerns in Internet Banking – Digital Payment Requirements – Digital Token-based e-payment Systems – Classification of New Payment Systems – Properties of Electronic Cash – Cheque Payment Systems on the Internet – Risk and e-Payment Systems – Designing e-payment Systems – Digital Signature – Online Financial Services in India - Online Stock Trading.

UNIT - V

Information systems for Mobile Commerce: What is Mobile Commerce? – Wireless Applications –Cellular Network – Wireless Spectrum – Technologies for Mobile Commerce – Wireless Technologies –Different Generations in Wireless Communication – Security Issues Pertaining to Cellular Technology. Portals for E- Business: Portals – Human Resource Management – Various HRIS Modules.

COURSE OUTCOMES:

CO1	Obtain a general understanding of basic business management concepts.
CO2	Have complete knowledge about basic technical concepts relating to E-Commerce.
CO3	Obtain thorough understanding about the security issues, threats and challenges of E-Commerce.

TEXT BOOK:

1. P.T.Joseph, S.J., “E-Commerce - An Indian Perspective”, PHI 2012, 4th Edition.

REFERENCE BOOKS:

1. David Whiteley , “*E-Commerce Strategy, Technologies and Applications*”, Tata McGraw Hill, 2001.
2. Ravi Kalakota, Andrew B Whinston, “*Frontiers of Electronic Commerce*”, Pearson 2006, 12th Impression.

WEB REFERENCES:

- <https://www.docsity.com/en/e-commerce-notes-pdf-lecture-notes-university-level/2484734/>
- <https://magnetoitsolutions.com/blog/advantages-and-disadvantages-of-ecommerce>
- https://www.researchgate.net/publication/320547139ECommerce_Merits_and_Demerits_A_Review_Paper

ALLIED - IV -SZ34A- COST AND MANAGEMENT ACCOUNTING II YEAR/IV SEM.

OBJECTIVES

- Explain the concept and role of cost accounting in the business management of manufacturing and non-manufacturing companies
- They will be able to monitor costs of raw materials, labour, transportation, administrative costs, overheads etc. in an industry.
- To acquire knowledge about meaning and functions of management accounting and to distinguish between management accounting and financial accounting and management accounting and cost accounting.
- To gain knowledge about marginal costing techniques.
- To Know about various types of budgets and the procedure involved in the preparation of various budget.

SYLLABUS

UNIT - I

Cost Accounting: Definition, Meaning and Objectives – Distinction between Cost and Financial Accounting. Elements of cost and preparation of cost sheets and tender. Management Accounting – Definition and objectives – Distinction between management and Financial Accounting.

UNIT - II

Stores Records – Purchase Order – Goods Received. Note – Bin Card – Stores Ledger – Purchase, Receipt and Inspection – Inventory Control – ABC Analysis – Economic Ordering Quantity – Maximum, Minimum and Reordering levels – Methods of Pricing Issued.

UNIT - III

Labor: Importance of Labor Cost Control – Various Methods of Wage Payment – Calculation of Wages – Methods of Incentive for Schemes.

UNIT - IV

Overheads: Factory, Administration, Selling and Distribution of Overheads – Classification – Allocation and Apportionment – Redistribution (Secondary Distribution) – Absorption of Overheads including 'Machine Hour Rate.

UNIT - V

Marginal Costing: The Concept – Break Even Analysis – Break – Even Chart – Importance and assumptions - Application of Profit Volumes Ratio – Budget and Budgetary Control: Procedure and Utility – Preparation of Different types of Budget including Flexible Budget.

RECOMMENDED TEXTS AND REFERENCE:

1. Wheldon A.J., Cost Accounting and Costing Methods.
2. Iyengar S.P., Cost Accounting: Principles and Practice.

3. Bhar B.K., Cost Accounting: Methods and Problems.
4. Bigg W.W., Cost Accounts.
5. Prasad N.K., Cost Accounting: Principles and Problems.
6. Jain S.P. and Narang K.L., Advanced Cost Accounting.
7. Agarwal M., Theory and Practices of Cost Accounting.
8. Robert Anthony: Management Accounting: Text and Cases.
9. Mageshwari S.N., Principles of Management Accounting.

WEB REFERENCES:

- NPTEL & MOOC courses titled Cost and Management Accounting.
- <https://pakaccountants.com/courses/managementaccounting/>
- <https://www.reed.co.uk/courses/diploma-in-cost-and-management-accounting/238067>

OUTCOMES

- Express the place and role of cost accounting in the modern economic environment.
- Enables the students to identify the differences between management accounting and financial accounting and management accounting and cost accounting.
- To apply the marginal costing techniques in taking various managerial decisions.
- Help the students to prepare purchases budget, sales budget, overhead budget, labour budget, cash budget and flexible budget.

OBJECTIVES:

- To be aware of the various open source software available for different problem needs
- To be familiar with the usage of the software like installation and configuration

LIST OF EXERCISES:

1. Study and usage of Libre Office Suite – Writer, Calc& Impress
2. Text Processing with PERL
3. Simple Applications using PHP
4. Simple Applications using Python
5. Image editing using GIMP
6. Study and usage of Business Intelligence tools – BIRT, JMagallanes
7. Creation of network diagrams using GraphViz
8. Linux Installation
9. Software Configuration in Linux environment.
10. Version Control System using Git.

COURSE OUTCOMES:

C01	Students must be able to use appropriate open source tools based on the nature of the problem
C02	Students should be able to code and compile different open source software
C03	Design and develop simple applications using PERL, PHP and Python

OBJECTIVES:

- To sensitize students towards environmental concerns, issues, and impacts of climate change and related mitigation strategies.
- To create and disseminate knowledge to the students about environmental problems at local, regional and global scale.

Unit 1: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:

Food chains, food webs and ecological succession, Case studies of the following ecosystem:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures) Land resources and land use change: Land degradation, soil erosion and desertification. Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).

Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste

Pollution case studies.

Unit 6: Environmental Policies & Practices (8 lecturers) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures) Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics : Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures) Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystem- pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

COURSE OUTCOMES:

CO1	Acquired fundamental knowledge of different aspects of environment and local, regional and global environmental problems.
CO2	Acquired the knowledge and skills needed for the environmental design and management.
CO3	Analyse and determine pollution using Environmental Analytical Techniques, Biostatistics and Computational Techniques.

UNIVERSITY OF MADRAS

ACADEMIC YEAR 2021-2022

BCA SYLLABUS – III YEAR

SEMESTER V			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
1	III	Core IX: Software Engineering	4	75	25	100
2	III	Core X : Operating System	4	75	25	100
3	III	Core XI: Relational Database Management System	4	75	25	100
4	III	Practical V: Operating System Lab	3	60	40	100
5	III	Practical VI : PL/SQL Lab	2	60	40	100
6	III	Elective I	5	75	25	100
7	IV	Value Education	2	75	25	100
		Total Credits	24			
SEMESTER VI			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
1	III	Core XII: Web Design and Development	4	75	25	100
2	III	Core XIII: Data Mining	4	75	25	100
3	III	Core XIV: Mobile Application Development	4	75	25	100
4	III	Practical VII: Mobile Application Development Lab	3	60	40	100

5	III	Elective II	5	75	25	100
6	III	Mini Project	5	60	40	100
7	V	Extension Activities	1			
		Total Credits	26			
		Total credits (Core, Elective, SBS)	143			
Non Major Elective I - I Semester						
Web Application Office Automation HTML						
Non Major Elective II – II Semester						
Web Application Lab Office Automation Lab HTML Lab						
Elective I						
Principles of Information Security Resource Management Techniques Multimedia and its Applications						
Elective II						
Software Project Management IOT and its Applications Data Analytics using R						

SEMESTER V

SOFTWARE ENGINEERING

III YEAR / V SEM

OBJECTIVES:

- To introduce the software development life cycles
- To introduce concepts related to structured and object oriented analysis & design concepts
- To provide an insight into UML and software testing techniques

OUTCOMES:

- The students should be able to specify software requirements, design the software using tools
- Able to develop UML diagrams
- To write test cases using different testing techniques.

UNIT- I

Introduction – Evolution – Software Development projects – Emergence of Software Engineering. Software Life cycle models – Waterfall model – Rapid Application Development – Agile Model – Spiral Model

UNIT- II

Requirement Analysis and Specification – Gathering and Analysis – SRS – Formal System Specification

UNIT- III

Software Design – Overview – Characteristics – Cohesion & Coupling – Layered design – Approaches Function Oriented Design – Structured Analysis – DFD – Structured Design – Detailed design

UNIT- IV

Object Modeling using UML – OO concepts – UML – Diagrams – Use case, Class, Interaction, Activity, State Chart – Postscript

UNIT- V

Coding & Testing – coding – Review – Documentation – Testing – Black-box, White-box, Integration, OO Testing, Smoke testing.

TEXT BOOK:

1. Rajib Mall, “*Fundamentals of Software Engineering*”, PHI 2018, 5th Edition.

REFERENCE BOOKS:

1. Roger S. Pressman, “*Software Engineering - A Practitioner’s Approach*”, McGraw Hill 2010, 7th Edition.
2. Pankaj Jalote, “*An Integrated Approach to Software Engineering*”, Narosa Publishing House 2011, 3rd Edition.

WEB REFERENCES:

Ø NPTEL & MOOC courses titled Software Engineering

Ø <https://nptel.ac.in/courses/106105182/>

OPERATING SYSTEM III YEAR / V SEM

OBJECTIVES:

- To understand the fundamental concepts and role of Operating System.
- To learn the Process Management and Scheduling Algorithms
- To understand the Memory Management policies
- To gain insight on I/O and File management techniques

UNIT - I

Introduction: Views - Types of System - OS Structure – Operations - Services – Interface- System Calls- System Structure - System Design and Implementation. Process Management: Process - Process Scheduling - Inter-process Communication. CPU Scheduling: CPU Schedulers - Scheduling Criteria - Scheduling Algorithms.

UNIT - II

Process Synchronization: Critical- Section Problem - Synchronization Hardware Semaphores - Classical Problems of Synchronization - Monitors. Deadlocks: Characterization - Methods for Handling Deadlocks - Deadlock Prevention - Avoidance - Detection - Recovery.

UNIT - III

Memory Management: Hardware - Address Binding – Address Space - Dynamic Loading and Linking – Swapping – Contiguous Allocation - Segmentation - Paging – Structure of the Page Table.

UNIT - IV

Virtual Memory Management: Demand Paging - Page Replacement Algorithms - Thrashing. File System: File Concept -. Access Methods - Directory and Disk Structure - Protection - File System Structures - Allocation Methods - Free Space Management.

UNIT - V

I/O Systems: Overview - I/O Hardware - Application I/O Interface - Kernel I/O Subsystem - Transforming I/O Requests to Hardware Operations - Performance. System Protection: Goals - Domain - Access matrix. System Security: The Security Problem - Threats – Encryption- User Authentication.

OUTCOMES:

- Understand the structure and functions of Operating System
- Compare the performance of Scheduling Algorithms
- Analyze resource management techniques
- Identify the features of I/O and File handling methods

TEXTBOOK:

1. Abraham Silberschatz, Peter B Galvin, Gerg Gagne, “*Operating System Concepts*”, Wiley India Pvt.Ltd. 2018, 9th Edition.

REFERENCES:

1. William Stallings, “*Operating Systems Internals and Design Principles*”, Pearson, 2018, 9th Edition.
2. Andrew S. Tanenbaum, Herbert Bos, “*Modern Operating Systems*”, Pearson 2014, 4th Edition.

WEB REFERENCES:

- Ø NPTEL & MOOC courses titled Operating Systems
- Ø <https://nptel.ac.in/courses/106106144/>

RELATIONAL DATABASE MANAGEMENT SYSTEM

III YEAR / V SEM

OBJECTIVES:

- Gain a good understanding of the architecture and functioning of Database Management Systems. Understand the use of Structured Query Language (SQL) and its syntax.
- Apply Normalization techniques to normalize a database.
- Understand the need of transaction processing and learn techniques for controlling the consequences of concurrent data access.

UNIT - I

Introduction to DBMS– Data and Information - Database – Database Management System – Objectives - Advantages – Components - Architecture. ER Model: Building blocks of ER Diagram – Relationship Degree – Classification – ER diagram to Tables – ISA relationship – Constraints – Aggregation and Composition – Advantages

UNIT - II

Relational Model: CODD's Rule- Relational Data Model - Key - Integrity – Relational Algebra Operations – Advantages and limitations – Relational Calculus – Domain Relational Calculus - QBE.

UNIT - III

Structure of Relational Database. Introduction to Relational Database Design - Objectives – Tools – Redundancy and Data Anomaly – Functional Dependency - Normalization – 1NF – 2NF – 3NF – BCNF. Transaction Processing – Database Security.

UNIT - IV

SQL: Commands – Data types – DDL - Selection, Projection, Join and Set Operations – Aggregate Functions – DML – Modification - Truncation - Constraints – Subquery.

UNIT - V

PL/SQL: Structure - Elements – Operators Precedence – Control Structure – Iterative Control - Cursors - Procedure - Function - Packages – Exceptional Handling - Triggers.

OUTCOMES:

- Describe basic concepts of database system
- Design a Data model and Schemas in RDBMS
- Able to design the database for the particular operation.
Competent in use of SQL
- Analyze functional dependencies for designing robust Database

TEXT BOOK:

1. S. Sumathi, S. Esakkirajan, “*Fundamentals of Relational Database Management System*”, Springer International Edition 2007.

REFERENCE BOOKS:

1. Abraham Silberchatz, Henry F. Korth, S. Sudarshan, “*Database System Concepts*”, McGrawHill 2019, 7th Edition.
2. Alexis Leon & Mathews Leon, “*Fundamentals of DBMS*”, Vijay Nicole Publications 2014, 2nd Edition.

WEB REFERENCES:

Ø NPTEL & MOOC courses titled Relational Database Management Systems

Ø <https://nptel.ac.in/courses/106106093/>

Ø <https://nptel.ac.in/courses/106106095/>

PRACTICAL - V

OPERATING SYSTEM LAB

III YEAR / V SEM

OBJECTIVES:

- To learn Process management and scheduling.
- To understand the concepts and implementation of memory management policies.
- To understand the various issues in Inter Process Communication.

PROGRAM LIST:

1. Basic I/O programming.
To implement CPU Scheduling Algorithms:
2. Shortest Job First Algorithm.
3. First Come First Served Algorithm.
4. Round Robin and Priority Scheduling Algorithms.
5. To implement reader/writer problem using semaphore.
6. To implement Banker's algorithm for Deadlock avoidance. Program for page replacement algorithms:
7. First In First Out Algorithm.
8. Least Recently Used Algorithm.
9. To implement first fit, best fit and worst fit algorithm for memory management.
10. Program for Inter-process Communication.

OUTCOMES:

- Understand the process management policies and scheduling process by CPU.
- Analyze the memory management and its allocation policies.
- To evaluate the requirement for process synchronization.

OBJECTIVES:

- . Learn the various DDL and DML commands
- . Understand queries in SQL to retrieve information from data base
- . Understand PL/SQL statements: Exception Handling, Cursors, and Triggers.
- . Develop database applications using front-end and back-end tools.

LIST OF EXERCISES

- 1) DDL commands with constraints.
- 2) DML Commands with constraints.
- 3) SQL Queries: Queries, sub queries, Aggregate function
- 4) PL/SQL : Exceptional Handling
- 5) PL/SQL : Cursor
- 6) PL/SQL : Trigger
- 7) PL/SQL : Packages
- 8) Design and Develop Application for Library Management
- 9) Design and Develop Application for Student Mark Sheet Processing
- 10) Design and Develop Application for Pay Roll Processing

OUTCOMES:

- . Capable of designing the structure of the database.
- . Students are able to Update the database with queries and exception .
- . Design and Implement simple project with Front End and Back End.

ELECTIVE - I

PRINCIPLES OF INFORMATION SECURITY

III YEAR / V SEM

OBJECTIVES:

- To learn how to determine security requirements that mesh effectively with your business objectives.
- To study about creating policies that work for your organization, and use technology to implement your policies.
- To prepare the students with the technical knowledge and skills needed to protect and defend computer systems.

UNIT - I

Protection versus security; aspects of security—data integrity, data availability, privacy; security problems, user authentication, Orange Book.

UNIT - II

Program threats, worms, viruses, Trojan horse, trap door, stack and buffer overflow; system threats- intruders; communication threats- tapping and piracy.

UNIT - III

Substitution, transposition ciphers, symmetric-key algorithms-Data Encryption Standard, advanced encryption standards, public key encryption - RSA; Diffie-Hellman key exchange, ECC cryptography, Message Authentication- MAC, hash functions.

UNIT - IV

Symmetric key signatures, public key signatures, message digests, public key infrastructures.

UNIT - V

Intrusion detection, auditing and logging, tripwire, system-call monitoring;

OUTCOMES:

- Students should be able to understand various security threats.
- Students will be able to understand the various types of virus, worms ect.
- Students should be able to understand various encryption algorithms.
- Able to design and create policies for secure software.

TEXT BOOKS:

1. William Stallings, "Cryptography and Network Security", Pearson Education March 2013, 6 th Edition,
2. C. Pfleeger and SL Pfleeger, "Security in Computing", Prentice Hall of India 2007, 3rd Edition.

REFERENCE BOOK:

1. D. Gollmann, "Computer Security", John Wiley and Sons NY 2002.

WEB REFERENCES:

NPTEL & MOOC courses titled Information security

<https://nptel.ac.in/courses/106106129/>

PART-IV

VALUE EDUCATION

III YEAR / V SEM

OBJECTIVES:

- Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality.
- Knowledge of the values are inculcated through education.
- It contributes in forming true human being, who are able to face life and make it meaningful

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills –Interpersonal and Intra personal relationship – Teamwork – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry –Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

Reference Book:

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991

SEMESTER VI

CORE – XII WEB DESIGN AND DEVELOPMENT III YEAR / VI SEM

OBJECTIVES:

- To understand Web based programming and scripting languages.
- To learn the basic web concepts and to create rich internet applications that use most recent client-side programming technologies.
- To learn the basics of HTML, DHTML, XML, CSS, Java Script and AJAX.

UNIT I:

HTML: HTML-Introduction-tag basics- page structure-adding comments working with texts, paragraphs and line break. Emphasizing text- heading and horizontal rules-list-font size, face and color-alignment-links-tables-frames

UNIT II:

Forms & Images Using Html: Graphics: Introduction-How to work efficiently with images in web pages, image maps, GIF animation, adding multimedia, data collection with html forms textbox, password, list box, combo box, text area, tools for building web page front page

UNIT III:

XML & DHTML: Cascading style sheet (CSS)-what is CSS-Why we use CSS-adding CSS to your web pages-Grouping styles-extensible markup language (XML). Dynamic HTML: Document object model (DCOM)-Accessing HTML & CSS through DCOM Dynamic content styles & positioning-Event bubbling-data binding.

UNIT IV:

JavaScript : Client side scripting, What is JavaScript, How to develop JavaScript, simple JavaScript, variables, functions, conditions, loops and repetition, Advance script, JavaScript and objects, JavaScript own objects, the DOM and web browser environments, forms and validations

UNIT V:

Ajax: Introduction, advantages & disadvantages, Purpose of it, ajax based web application, alternatives of ajax Java Script & AJAX: Introduction to array-operators, making statements-date & time-mathematics-strings-Event handling[1]form properties. AJAX. Introduction to jQuery and AngularJS.

OUTCOMES:

- Ability to Develop and publish Web pages using Hypertext Markup Language (HTML).
- Ability to optimize page styles and layout with Cascading Style Sheets (CSS).
- Ability to Understand, analyze and apply the role of languages to create a capstone
- Website using client-side web programming languages like HTML, DHTML, CSS, XML, JavaScript, and AJAX.

TEXT BOOKS:

1. Pankaj Sharma, “Web Technology”, Sk Kataria & Sons Bangalore 2011.(UNIT I, II, III & IV).
2. Mike Mcgrath, “Java Script”, Dream Tech Press 2006, 1st Edition. (UNIT V: JAVASCRIPT)
3. Achyut S Godbole & Atul Kahate, “Web Technologies”, 2002, 2nd Edition. (UNIT V: AJAX)

REFERENCE BOOKS:

1. Laura Lemay, Rafe Colburn , Jennifer Kyrnin, “Mastering HTML, CSS & Javascript Web Publishing”, 2016.
2. DT Editorial Services (Author), “HTML 5 Black Book (Covers CSS3, JavaScript, XML, XHTML, AJAX, PHP,
3. jQuery)”, Paperback 2016, 2nd Edition.
4. C. Xavier, “World Wide Web Design with HTML”, TMH Publishers 2001.
5. Wendy Willard, “A Beginners Guide HTML”, Tata McGraw Hill 2009, 4th Edition.

WEB REFERENCES:

- NPTEL & MOOC courses titled Web Design and Development.
- <https://www.udemy.com/topic/web-design/>

CORE - XIII

DATA MINING

III YEAR / VI SEM

OBJECTIVES:

- To learn about data mining Concepts
- To study the different data mining techniques
- To study association and classification algorithms.
- To understand the working of association rules.

UNIT - I

Basic Data Mining Tasks – Data Mining Versus Knowledge Discovery in Data Bases – Data Mining Issues – Data Mining Matrices – Social Implications of Data Mining – Data Mining from Data Base Perspective.

UNIT - II

Data Mining Techniques – a Statistical Perspective on data mining – Similarity Measures – Decision Trees – Neural Networks – Genetic Algorithms.

UNIT - III

Classification: Introduction – Statistical – Based Algorithms – Distance Based Algorithms – Decision.

UNIT - IV

Clustering Tree – Based Algorithms – Neural Network Based Algorithms – Rule Based Algorithms – Combining Techniques: Introduction – Similarity and Distance Measures – Outliers – Hierarchical Algorithms. Partitioned Algorithms.

UNIT - V

Association Rules: Introduction - Large Item Sets – Basic Algorithms – Parallel & Distributed Algorithms – Comparing Approaches – Incremental Rules – Advanced Association Rules Techniques – Measuring the Quality of Rules.

OUTCOMES:

- To have knowledge in Data mining concepts
- To apply Data mining concepts in different fields
- Able to select appropriate data mining algorithms that suit the particular application.
- Able to find interesting associations and relationships among large sets of data items.

TEXT BOOK:

1. Jiawei Han & Micheline Kamber, “Data Mining Concepts & Techniques”, 2011, 3rd Edition.

REFERENCE BOOK:

1. Margaret H. Dunham, “Data Mining Introductory and Advanced Topics”, Pearson Education 2003.

WEB REFERENCES:

NPTEL & MOOC courses titled Data Mining

<https://nptel.ac.in/courses/106105174/>

CORE - XIV MOBILE APPLICATION DEVELOPMENT III YEAR / VI SEM

OBJECTIVES:

- To make the student understand the basic concepts of mobile application development.
- To learn about Characteristics of mobile applications, User-interface design, basics of graphics and multimedia.
- To gain knowledge about testing and publishing of Android application

UNIT - I

Mobile Application Development - Mobile Applications and Device Platforms - Alternatives for Building Mobile Apps -Comparing Native vs. Hybrid Applications -The Mobile Application Development Lifecycle-The Mobile Application Front-End-The Mobile Application Back-End-Key Mobile Application Services-What is Android[1]Android version history-Obtaining the Required Tools- Launching Your First Android Application-Exploring the IDE-Debugging Your Application-Publishing Your Application

UNIT - II

Understanding Activities-Linking Activities Using Intents-Fragments-Displaying Notifications- Understanding the Components of a Screen-Adapting to Display Orientation-Managing Changes to Screen Orientation- Utilizing the Action Bar-Creating the User Interface Programmatically Listening for UI Notifications

UNIT - III

Using Basic Views-Using Picker Views -Using List Views to Display Long Lists- Understanding Specialized Fragments - Using Image Views to Display Pictures -Using Menus with Views-Using WebView- Saving and Loading User Preferences-Persisting Data to Files-Creating and Using Databases.

UNIT - IV

Sharing Data in Android-Creating Your Own Content Providers -Using the Content Provider-SMS Messaging -Sending Email-Displaying Maps- Getting Location Data- Monitoring a Location.

UNIT - V

Consuming Web Services Using HTTP-Consuming JSON Services- Creating Your Own Services - Binding Activities to Services -Understanding Threading .

OUTCOMES:

- To explain the basics of mobile application development
- Develop Android applications with User interface, networking and animation.
- Use simulator tools to test and publish the application.

TEXT BOOK:

1. Jerome DiMarzio, “Beginning Android Programming with Android Studio”, 4th Edition.

REFERENCE BOOKS:

1. Dawn Griffiths, David Griffiths, “Head First Android Development: A Brain-Friendly Guide”, 2017.
2. Neil Smyth , “Android Studio 3.0 Development Essentials: Android”, 8th Edition.
3. Pradeep Kothari, “Android Application Development (With Kitkat Support)”, Black Book 2014.

WEB REFERENCES:

<https://developer.android.com/guide>

https://en.wikipedia.org/wiki/Android_10

Develop App for Free

<https://flutter.dev/>

<http://ai2.appinventor.mit.edu>

https://en.wikipedia.org/wiki/Android_version_history

<https://aws.amazon.com/mobile/mobile-application-development/> (Unit 1)

https://en.wikipedia.org/wiki/Mobile_app_development

PRACTICAL - VII MOBILE APPLICATION DEVELOPMENT LAB I YEAR / VI EM

OBJECTIVES:

- To give overall view of Mobile application development
- To learn about developing Android applications using Graphical user interface
- To gain knowledge about Developing and Publishing Android application which can use Location and network services

Exercises

1. Develop an application that finds greatest among three numbers using GUI Components
2. Develop an application to display your personal details using GUI Components
3. Develop an application that uses the radio button
4. Develop an application that uses the image button
5. Develop an application that uses Alert Dialog Box
6. Develop an application that uses Layout Managers.
7. Develop an application that uses audio mode (NORMAL, SILENT, VIBRATE)
8. Develop an application that uses to send messages from one mobile to another mobile.
9. Develop an application that uses to send email
10. Develop an application for mobile calls.
11. Develop an application for Student Mark sheet processing
12. Develop an application for Login Page in Database.
13. Develop an application for Google map locator (optional)

OUTCOMES:At the end of the course, the student should be able to:

- Use Emulator tools to design and develop applications
- Able to Develop and Publish Android applications using Graphical user interface
- Able to Develop and Publish Android application which can use Location and network services

WEB REFERENCES: Develop the App online

<https://flutter.dev/>

<http://ai2.appinventor.mit.edu>

ELECTIVE - II IOT AND ITS APPLICATIONS

III YEAR / VI SEM

OBJECTIVES:

- To understand the concepts of Internet of Things and the application of IoT.
- To Determine the Market Perspective of IoT.
- To Understand the vision of IoT from a global context

UNIT - I

IoT & Web Technology, The Internet of Things Today, Time for Convergence, Towards the IoT Universe, Internet of Things Vision, IoT Strategic Research and Innovation Directions, IoT Applications, Future Internet Technologies, Infrastructure, Networks and Communication, Processes, Data Management, Security, Privacy & Trust, Device Level Energy Issues, IoT Related Standardization, Recommendations on Research Topics.

UNIT - II

M2M to IoT – A Basic Perspective– Introduction, Some Definitions, M2M Value Chains, IoT Value Chains, An emerging industrial structure for IoT, The international driven global value chain and global information monopolies. M2M to IoT-An Architectural Overview– Building an architecture, Main design principles and needed capabilities, An IoT architecture outline, standards considerations.

UNIT - III

IoT Architecture -State of the Art – Introduction, State of the art, Architecture. Reference Model- Introduction, Reference Model and architecture, IoT reference Model, IoT Reference Architecture- Introduction, Functional View, Information View, Deployment and Operational View, Other Relevant architectural views.

UNIT - IV

IoT Applications for Value Creations Introduction, IoT applications for industry: Future Factory Concepts, Brownfield IoT, Smart Objects, Smart Applications, Four Aspects in your Business to Master IoT, Value Creation from Big Data and Serialization, IoT for Retailing Industry, IoT For Oil and Gas Industry, Opinions on IoT Application and Value for Industry, Home Management, eHealth.

UNIT - V

Internet of Things Privacy, Security and Governance Introduction, Overview of Governance, Privacy and Security Issues, Contribution from FP7 Projects, Security, Privacy and Trust in IoT-Data-Platforms for Smart Cities, First Steps Towards a Secure Platform, Smartie Approach. Data Aggregation for the IoT in Smart Cities, Security

OUTCOMES:

After learning the course, the student able to:

- Use of Devices, Gateways and Data Management in IoT.
- Design IoT applications in different domain and be able to analyze their performance
- Implement basic IoT applications on embedded platform

TEXT BOOK:

1. Vijay Madisetti and ArshdeepBahga, “Internet of Things: (A Hands-on Approach)”, Universities Press (INDIA) Private

Limited 2014, 1st Edition.

REFERENCE BOOKS:

1. Michael Miller, “The Internet of Things: How Smart TVs, Smart Cars, Smart Homes, and Smart Cities

AreChanging the World”, kindle version.

2. Francis daCosta, “Rethinking the Internet of Things: A Scalable Approach to Connecting Everything”, Apress

Publications 2013, 1st Edition,.

3. WaltenegusDargie, ChristianPoellabauer, "Fundamentals of Wireless Sensor Networks: Theory and Practice”

4..CunoPfister, “Getting Started with the Internet of Things”, O“Reilly Media 2011.

WEB REFERENCES:

<https://github.com/connectIOT/iottoolkit>

<https://www.arduino.cc/>

<http://www.zettajs.org/>

OBJECTIVES:

- The aim of the mini project is that the student has to understand the real time software development environment.
- The student should gain a thorough knowledge in the problem, he/she has selected and the language / software, he/she is using.

Project planning:

The B.Sc (Computer Science / Software Application)/BCA Major Project is an involved exercise, which has to be planned well in advance. The topic should be chosen in the beginning of final year itself. Related reading training and discussions of first internal project viva voce should be completed in the first term of final year.

I .Selection of the project work

Project work could be of three types.

a) Developing solution for real life problem

In this case a requirement for developing a computer-based solution already exists and the different stages of system development life cycle is to be implemented successfully.

Examples are accounting software for particular organization, computerization of administrative function of an organization, web based commerce etc.

b) System Software Project

Projects based on system level implementation. An example is a Tamil language editor with spell checker, compiler design.

b) Research level project

These are projects which involve research and development and may not be as structured and clear cut as in the above case.

Examples are Tamil character recognition, neural net based speech recognizer etc. This type of projects provides more challenging opportunities to students.

II .Selection of team

To meet the stated objectives, it is imperative that major project is done through a team effort. Though it would be ideal to select the team members at random and this should be strongly recommended, due to practical consideration students may also be given the choice of forming themselves into teams with three members. A team leader shall be selected. Team shall

maintain the minutes of meeting of the team members and ensure that tasks have been assigned to every team member in writing. Team meeting minutes shall form a part of the project report. Even if students are doing project as groups, each one must independently take different modules of the work and must submit the report.

III. Selection of Tools

No restrictions shall be placed on the students in the choice of platform/tools/languages to be utilized for their project work, though open source is strongly recommended, wherever possible. No value shall be placed on the use of tools in the evaluation of the project.

IV. Project management

Head of the Department / Principal of the college should publish the list of student's project topic, internal guide and external organization and teams agreed before the end of July. Changes in this list may be permitted for valid reasons and shall be considered favorably by the Head of the department / Principal of the college any time before commencement of the project.

Students should submit a fortnightly report of the progress, which could be indication of percentage of completion of the project work. The students should ideally keep a daily activity book. Team meeting should be documented and same should be submitted at the end of the project work.

V. Documentation

Three copies of the project report must be submitted by each student (one for department library, one for the organization where the project is done and one for the student himself/herself). The final outer dimensions of the project report shall be 21cm X 30 cm. The color of the flap cover shall be light blue. Only hard binding should be done. The text of the report should be set in 12 pt, Times New Roman, 1.5 spaced.

Headings should be set as follows: CHAPTER HEADINGS 16 pt,

Arial, Bold, All caps, Centered.

1. Section Headings 14 pt Bookman old style, Bold, Left adjusted.

1.1 Section Sub-heading 12 pt, Bookman old style.

Title of figures tables etc are done in 12 point, Times New Roman, Italics, centered.

Content of the Project should be relevant and specify particularly with reference to the work. The report should contain the requirement specification of the work, Analysis, Design, Coding, testing and Implementation strategies done.

- Organizational overview (of the client organization, where applicable)

- Description of the present system
- Limitations of the present system
- The Proposed system - Its advantages and features
- Context diagram of the proposed system
- Top level DFD of the proposed system with at least one additional level of expansion
- Program List (Sample code of major functions used)
- Files or tables (for DBMS projects) list. List of fields or attributes (for DBMS projects) in each file or table.
- Program – File table that shows the files/tables used by each program and the files are read, written to, updated, queried or reports were produced from them.
- Screen layouts for each data entry screen.
- Report formats for each report.

Some general guidelines on documentation are:

1. Certificate should be in the format: "Certified that this report titled.....is a bonafide record of the

project work done by Sri/ Kumunder our supervision and guidance, towards partial fulfillment

of the requirement for award of the Degree of B.Sc Computer Science/BCA of XXX College" with dated signature of

internal guide, external guide and also Head of the Department/ College.

2. If the project is done in an external organization, another certificate on the letterhead of the organization is required:

"Certified that his/her report titledis a bonafide record of the project work done by

Sri/Kum.....under my supervision and guidance, at thedepartment of.....

(Organization) towards partial fulfillment of the requirement for the award of the Degree of B.Sc (Computer

Science)/BCA of XXX College.

3. Page numbers shall be set at right hand bottom, paragraph indent shall be set as 3.
4. Only 1.5 space need be left above a section or subsection heading and no space may be left after them.
5. References shall be IEEE format (see any IEEE magazine for detail) While doing the project keep note of all books you refer, in the correct format and include them in alphabetical order in your reference list.

VI. Project Evaluation:

Internal Assessment

There shall be six components that will be considered in assessing a project work with weightage as indicated.

1. Timely completion of assigned tasks as evidenced by team meeting minutes 20%
2. Individual involvement, team work and adoption of industry work culture 10%
3. Quality of project documentation (Precision, stylistics etc) 10%
4. Achievement of project deliverables 20%
- 5 Effective technical presentation of project work 10%
6. Viva 30%

Based on the above 6 components internal mark (10) can be awarded.

External Assessment

Dissertation/Project submitted at the end of third year shall be valued by two examiners appointed by the Controller for the conduct of practical exam. The board of examiners shall award 40 marks based on the following components.

1. Achievement of project deliverables - 15 Marks
2. Effective technical presentation of project work - 10 Marks
3. Project Viva - 15 Marks

There shall be a common written examination conducted for all the candidates in each group together for a minimum of 10 minutes.

- (i) Requirement Specification of Project
- (ii) Design of Project
- (iii) Testing and Implementation of Project

OUTCOMES :

- Able to develop different kinds of software
- Able to apply the features of the language chosen for problem solving
- Able to demonstrate the processes involved in various stages project development

Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests (best 2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	Total	25

Course	Particulars	Marks
Practical Papers	Tests (best 2 out of 3)	30
	Attendance	05
	Record work	05
	Total	40



HEAD OF THE DEPARTMENT



PRINCIPAL

ANNA ADARSH COLLEGE FOR WOMEN

Department of BCA – Shift II

Course Handout

ANNA ADARSH COLLEGE FOR WOMEN

Department of BCA – Shift II

Course Objective:

- Provide strong foundations in fundamentals of Computer Science and applications; interdisciplinary courses and electives for widening the domain expertise.
- Design and develop software based solutions for real world problems, serving effectively to the requirements of computer field and Society
- Attain sufficient knowledge related to computer domains, possesses technical, soft and hard skills and apply them effectively in team work
- Empower the students with competencies in creative thinking and problem solving, interpersonal communication and managerial skills.

Course Outcome:

- After Completion of the course, the students are expected to understand the basic principles and concepts of Computer applications and integrate the knowledge gained in Computer application domain with practical needs of the society and be an ethically and socially responsible Computer Application Professional.
- Explore emerging technologies in diverse areas of Computer Application and inculcate skills for successful career, entrepreneurship and higher studies.
- Ability to apply the concepts of Computer and practices via emerging technologies and Software development tools.

ANNA ADARSH COLLEGE FOR WOMEN

Department of BCA – Shift II

Faculty Details

S.No.	Staff Name	Qualification	Designation
1.	Dr.R.Anandha Lakshmi	M.Sc., M.Phil., Ph.D	Head & Assistant Professor
2.	Dr.K.Madhumathi	MCA., M.Phil., Ph.D	Assistant Professor
3.	Dr.N.Geethalakshmi	MCA., M.Phil., Ph.D, SET	Assistant Professor
4.	Ms.C.Vanisri	M.Sc., M.Phil., SET	Assistant Professor
5.	Dr.D.Seethalakshmi	M.Sc.,MCA, M.Phil., Ph.D	Assistant Professor
6.	Ms.M.Maheshwari	M.Sc., M.Phil.,	Assistant Professor

UNIVERSITY OF MADRAS

BCA

SYLLABUS 2022 - 2023

S.NO.	PART	SUBJECT NAME	CREDITS	MAX. MARKS		
SEMESTER I				EXTERNAL MARKS	INTERNAL MARKS	TOTAL
1	I	Tamil/ Other languages – I	3	75	25	100
2	II	English – I	3	75	25	100
3	III	Core I : Problem Solving using Python	4	75	25	100
4	III	Practical I: Problem Solving using Python Lab	2	60	40	100
5	III	Allied I: Mathematics I	5	75	25	100
6	IV	Basic Tamil/Advanced Tamil/Non Major Elective I	2	75	25	100
7	IV	Soft Skill I	3	50	50	100
		Total Credits	22			
SEMESTER II			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
8	I	Tamil/ Other languages – II	3	75	25	100
9	II	English – II	3	75	25	100
10	III	Core II :Object Oriented Programming Concepts using C ++	4	75	25	100
11	III	Practical II : C++ programming Lab	3	60	40	100
12	III	Allied II: Mathematics II	5	75	25	100
13	IV	Basic Tamil/Advanced Tamil/Non Major Elective II	2	75	25	100
14	IV	Soft Skill II	3	50	50	100
		Total Credits	23			
SEMESTER III			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
15	III	Core III: Data Structures	4	75	25	100
16	III	Core IV: Java programming	4	75	25	100
17	III	Core V: Computer Organization	4	75	25	100
18	III	Practical III : Data Structures using Java Lab	3	60	40	100
19	III	Allied III: Financial Accounting	5	75	25	100
20	IV	Soft Skill III	3	50	50	100
21	IV	Environmental Studies	Examination will be held in Semester IV			
		Total Credits	23			
SEMESTER IV			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
22	III	Core VI: Open Source Technologies	4	75	25	100
23	III	Core VII: Computer Network	4	75	25	100
24	III	Core VIII : E-Commerce technologies	4	75	25	100
25	III	Practical IV : Open Source Technologies Lab	3	60	40	100
26	III	Allied IV: Cost and Management Accounting	5	75	25	100
27	IV	Soft Skill IV	3	50	50	100
28	IV	Environmental Studies	2	75	25	100
		Total Credits	25			

SEMESTER V			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
29	III	Core IX: Software Engineering	4	75	25	100
30	III	Core X : Operating System	4	75	25	100
31	III	Core XI: Relational Database Management System	4	75	25	100
32	III	Practical V: Operating System Lab	3	60	40	100
33	III	Practical VI : PL/SQL Lab	2	60	40	100
34	III	Elective I	5	75	25	100
35	IV	Value Education	2			
		Total Credits	24			
SEMESTER VI			CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
36	III	Core XII: Web Design and Development	4	75	25	100
37	III	Core XIII: Data Mining	4	75	25	100
38	III	Core XIV: Mobile Application Development	4	75	25	100
39	III	Practical VII: Mobile Application Development Lab	3	60	40	100
40	III	Elective II	5	75	25	100
41	III	Mini Project	5	60	40	100
42	V	Extension Activities	1			
		Total Credits	26			
		Total credits (Core, Elective, SBS)	143			
Non Major Elective I - I Semester						
Web Application Office Automation HTML						
Non Major Elective II – II Semester						
Web Application Lab Office Automation Lab HTML Lab						
Elective I						
Principles of Information Security Resource Management Techniques Multimedia and its Applications						
Elective II						
Software Project Management IOT and its Applications Data Analytics using R						

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம் (FIRST SEMESTER)

நோக்கும் கற்றல் பயன்பாடும் (2021 - 2022)

Objective - Syllabus - Out come (2021 -2022)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.

மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.

இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தலும் தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தலும் பாடத்திட்டத்தின் நோக்கமாகும். தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்தித் தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தலும் பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைத் தெரிந்து கொள்ளுதலும் பாடத்திட்டத்தின் நோக்கமாகும்.

தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்

6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு

7. தமிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்

2. கவிஞர் அப்துல் ரகுமான் - பித்தன்

3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்

4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்

5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே

6. கவிஞர் வைரமுத்து - விதைச்சோளம்

7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு

2. தெம்மாங்கு

3. அம்பா பாடல்கள்

4. விளையாட்டுப் பாடல்கள்

5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்

2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்

3. தமிழ்ச்செல்வன் - வெயிலோடு போய்

4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி

5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்

2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு

3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள்

- வரலாறு

4. சிறுகதை, உரைநடை வரலாறு

5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல். தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல். தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

➤ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது. அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course)

Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

➤ நாற்காலிக்காரர் - நா.முத்துசாமி

➤ தமிழ் இலக்கிய வரலாறு பாடம் தழுவியவை

➤ மொழிப்பயிற்சி

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள்

ஆகையால் குறிப்புதவி நூல் என்று தனியாக இல்லை. (Reference book not applicable)

UNIVERSITY OF MADRAS
FRENCH SYLLABUS (WITH EFFECT FROM 2020-2021)

Common to all B.A / B.sc / B.Com courses

Inst.Hrs : 4

YEAR : I / I SEMESTER

Foundation Course: Paper I-French I

Title of the Paper : Prescribed Text and Grammar-I

Learning Objectives:

In teaching French we aim to

- ❖ provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- ❖ enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- ❖ discover another world , another people , another way of life .
- ❖ make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Syllabus:

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Recommend text : Not applicable

Learning Outcome :

Learners are able

- ❖ to comprehend and express themselves well
- ❖ to have an interest to look into another world
- ❖ to improve communication skills
- ❖ to perform well in the University Exams .

SEMESTER - I

YEAR / SEMESTER: I YEAR / I SEMESTER

SUBJECT NAME : FOUNDATION COURSE IN HINDI

SUBJECT CODE: CLE1E

Learning Objectives:

The objectives of the course is to sensitize the students -

- ❖ To the aesthetic and cultural aspects of literary appreciation and analysis.
- ❖ To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
- ❖ To familiarize Official correspondence , General letter correspondence and technical words.
- ❖ To motivate to demonstrate human value in different life situations

PART-I - HINDI

I YEAR – I SEMESTER

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I . PROSE (Detailed Study) : HINDI GADHYA MALA
Ed. by Dr. Syed Rahamathulla
Poornima Prakashan, 4/7 Begum III Street
Royapettah, Chennai – 14.

LESSONS PRESCRIBED :

- 1.Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan

5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures,
Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Noti

REFERENCE :

1. Karyalayeen Tippaniya : Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14.

UNITISED SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

Learning Outcomes:

- ❖ Understanding the concept and importance of functional Hindi
- ❖ Understanding various forms of functional Hindi and its usage according to its area of application
- ❖ Knowledge about good civilization qualities and culture.
- ❖ Knowledge about the importance of human values.

Communicative English - I
I UG - B.COM / B.Sc / BCA
Odd Semester

Course Objectives:

- To hone the basic communication of students and prepare them for career challenges.
- To train students on effective listening.
- Trained to better express themselves through the right choice of words for formal and informal writing and speaking.
- To nurture and develop efficient reading by introducing them to reading techniques.
- To break the barriers of public speaking and build confidence to face the audience/people.

SYLLABUS

Recommended Book: Communicative English by Tamilnadu State Council for Higher Education (TANSCHE)

Semester I

Unit I (20 hours)

1. Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)

- i. Essentials of pronunciation
- ii. American and British pronunciation

2. Reading and Writing

- a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing

3. Study Skills - 1

- a. Using dictionaries, encyclopaedias, thesaurus

4. Grammar in Context:

Naming and Describing

- Nouns & Pronouns
- Adjectives

Unit II (20 hours)

1. Listening and Speaking

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information

e. Asking for Information

f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:

Skimming and Scanning

b. Types of Reading :

Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types

a. What is a Paragraph?

b. Paragraph structure

c. Topic Sentence

d. Unity

e. Coherence

f. Connections between Ideas: Using

Transitional words and expressions

g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search
- b. Know the keyword
- c. Refine your search
- d. Guidelines for using the Resources
- e. e-learning resources of Government of India
- f. Terms to know

4. Grammar in Context

Involving Action-I

- a. Verbs
- b. Concord

Unit III (16 hours)

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

- Verbals - Gerund, Participle,

Infinitive

- Modals

Unit IV (16 hours)

1. Listening and Speaking

- a. Giving and responding to opinions

2. Reading and writing

- a. Note taking

- b. Narrative writing – writing narrative essays of two to three paragraphs

3. Grammar in Context:

Tense

- Present

- Past

- Future

Unit V (18 hours)

1. Listening and Speaking

- a. Participating in a Group Discussion

2. Reading and writing

- a. Reading diagrammatic information – interpretations maps, graphs and pie charts

- b. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

Learning outcome:

- Students show progress in their ability to focus and effectively interpret other's speech.
- Significant improvement in efficient reading- both in academic and pleasure reading.
- Trained to better express themselves in different scenarios of formal and informal writing and speaking.
- Exhibit improved oral and aural skills through in-class activities and assignments.

SEMESTER - I

New Syllabus - Effective from 2020-2021

YEAR: I

Name of the Subject: PROBLEM SOLVING USING PYTHON

Subject Code: SE21A

Learning Objectives:

- ❖ Describe the core syntax and semantics of Python programming language.
- ❖ Discover the need for working with the strings and functions.
- ❖ Illustrate the process of structuring the data using lists, dictionaries, tuples and sets.
- ❖ Understand the turtle graphics concept
- ❖ Understand the usage of packages and Dictionaries.

Syllabus:

UNIT – I

Introduction: The essence of computational problem solving – Limits of computational problem solving-Computer algorithms-Computer Hardware-Computer Software-The process of computational problem solving-Python programming language - Literals - Variables and Identifiers - Operators - Expressions and Data types.

UNIT - II

Control Structures: Boolean Expressions - Selection Control - If Statement- Indentation in Python- Multi-Way Selection -- Iterative Control- While Statement- Infinite loops- Definite vs. Indefinite Loops- Boolean Flags and Indefinite Loops. Lists: List Structures - Lists in Python - Iterating over lists in Python.

UNIT - III

Functions: Program Routines- Defining Functions- More on Functions: Calling Value-Returning Functions- Calling Non-Value-Returning Functions- Parameter Passing - Keyword Arguments in Python - Default Arguments in Python-Variable Scope.

UNIT - IV

Objects and their use: Software Objects - Turtle Graphics – Turtle attributes-Modular Design: Modules - Top-Down Design - Python Modules - Text Files: Opening, reading and writing text files - String Processing - Exception Handling.

UNIT - V

Dictionaries and Sets: Dictionary type in Python - Set Data type. Object Oriented Programming using Python: Encapsulation - Inheritance – Polymorphism. Recursion: Recursive Functions.

TEXT BOOKS:

1. Charles Dierbach, “Introduction to Computer Science using Python - A computational Problem solving Focus”, Wiley India Edition, 2015.

REFERENCE BOOKS:

1. Mark Lutz, “Learning Python Powerful Object Oriented Programming”, O’reilly Media 2018, 5th Edition.
2. Timothy A. Budd, “Exploring Python”, Tata MCGraw Hill Education Private Limited 2011, 1st Edition.
3. Allen Downey, Jeffrey Elkner, Chris Meyers, “How to think like a computer scientist: learning with Python”, 2012.
4. Sheetal Taneja& Naveen kumar, “Python Programming a Modular approach – A Modular approach with Graphics, Database, Mobile and Web applications”, Pearson, 2017.
5. Ch Satyanarayana M Radhika Mani, B N Jagadesh, “Python programming”, Universities Press 2018.

WEB REFERENCES

- <http://interactivepython.org/courselib/static/pythonds>
- <http://www.ibiblio.org/g2swap/byteofpython/read/>
- <http://www.diveintopython3.net/>
- <http://greenteapress.com/wp/think-python-2e/>
- NPTEL & MOOC courses titled Python programming
- http://spoken-tutorial.org/tutorial-search/?search_foss=Python&search_language=English
- <http://docs.python.org/3/tutorial/index.html>

Learning Outcomes:

- ❖ To Understand the principles of Python and acquire skills in programming in python
- ❖ To develop the emerging applications of relevant field using Python
- ❖ Interpret the fundamental Python syntax and semantics and be fluent in the use of Python control flow statements.
- ❖ Able to develop simple turtle graphics programs in Python

SEMESTER - I

YEAR: I

Name of the Subject: Practical I / Python Programming Lab

Subject Code : SE211

Learning Objectives:

- ❖ To implement the python programming features in practical applications.
- ❖ To write, test, and debug simple Python programs.
- ❖ To implement Python programs with conditionals and loops.
- ❖ Use functions for structuring Python programs.
- ❖ Represent compound data using Python lists, tuples, dictionaries, turtles, Files and modules.

Syllabus :

1.Program to convert the given temperature from Fahrenheit to Celsius and vice versa depending upon user's choice.

2.Program to calculate total marks, percentage and grade of a student. Marks obtained in each of the five subjects are to be input by user. Assign grades according to the following criteria:

Grade A: Percentage ≥ 80

Grade B: Percentage ≥ 70 and < 80

Grade C: Percentage ≥ 60 and < 70

Grade D: Percentage ≥ 40 and < 60

Grade E: Percentage < 40

3.Program, to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.

4.Program to display the first n terms of Fibonacci series.

5.Program to find factorial of the given number using recursive function.

6.Write a Python program to count the number of even and odd numbers from array of N numbers.

7. Python function that accepts a string and calculate the number of upper case letters and lower case letters.
8. Python program to reverse a given string and check whether the give string is palindrome or not.
9. Write a program to find sum of all items in a dictionary.
10. Write a Python program to construct the following pattern, using a nested loop
1
22
333
4444
55555
666666
7777777
88888888
999999999
11. Read a file content and copy only the contents at odd lines into a new file.
12. Create a Turtle graphics window with specific size.
13. Write a Python program for Towers of Hanoi using recursion
14. Create a menu driven Python program with a dictionary for words and their meanings.
15. Devise a Python program to implement the Hangman Game.

Learning Outcomes:

- ❖ Understand the numeric or real life application problems and solve them
- ❖ Apply a solution clearly and accurately in a program using Python.
- ❖ Apply the best features available in Python to solve the situational problems.

SEMESTER I

YEAR : I

Name of the Subject : Allied Mathematics – I

Subject Code : SM3AA

Learning Objectives :

- ❖ Students gain knowledge about basic concepts of Algebra, Theory of Equations, Matrices, Trigonometry and Calculus.
- ❖ Enabling students to develop a positive attitude towards mathematics as an interesting and valuable subject of study.
- ❖ Ability to analyze a problem, identify and define the computing requirements, which may be appropriate to its solution.

Syllabus:

UNIT I

Algebra And Numerical Methods: Algebra: Summation of series- simple problems. Numerical Methods: Operators E , Δ , ∇ , difference tables - Newton-Raphson method- Newton's forward and backward interpolation formulae for equal intervals, Lagrange's interpolation formula.

Chapter2, Section2.1.3, 2.2, 2.2.1, 2.3, 2.3.3

Chapter3, Section3.4.1 and Chapter 5, Section 5.1 and 5.2.

UNIT II

Matrices: Symmetric, Skew-Symmetric, Orthogonal, Hermetian, Skew-Hermetian and Unitary matrices. Eigen values and Eigen-vectors, Cayley-Hamilton theorem (without proof) – verification - Computation of inverse of matrix using Cayley - Hamilton theorem.

Chapter 4, Section4.1.1 to 4.1.6, 4.5, 4.5.2, 4.5.3.

UNIT III

Theory Of Equations: Polynomial equations with real coefficients, irrational roots, complex roots, symmetric functions of roots, transformation of equation by increasing or decreasing roots by a constant, reciprocal equation - simple problems.

Chapter 3, Section 3.1 to 3.4.1 (omit section 3.2.1)

UNIT IV

Trigonometry : Expansions of $\sin(n\theta)$ and $\cos(n\theta)$ in a series of powers of $\sin\theta$ and $\cos\theta$ - Expansions of $\sin^n\theta$, $\cos^n\theta$, $\tan^n\theta$ in a series of sines, cosines and tangents of multiples of " θ " - Expansions of $\sin\theta$, $\cos\theta$ and $\tan\theta$ in a series of powers of " θ " – Hyperbolic and inverse hyperbolic functions .

Chapter 6, Section 6.1 to 6.3.

UNIT V

Differential Calculus : Successive differentiation, n^{th} derivatives, Leibnitz theorem (without proof) and applications, Jacobians, Curvature and radius of curvature in Cartesian co-ordinates, maxima and minima of functions of two variables- Simple problems

Chapter 1, Section 1.1 to 1.3.1 and 1.4.3.

Text Books:

1. "Content and treatment as in Allied Mathematics", Volume I and II, by P. Duraipandian and S. Udayabaskaran, S. Chand Publications

References:

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.themathpage.com>
2. <http://nptel.ac.in>

Learning Outcomes:

- ❖ Think in a critical manner.
- ❖ Formulate and develop mathematical arguments in a logical manner.
- ❖ Acquire good knowledge and understanding in advanced areas of mathematics.

PROFESSIONAL ENGLISH FOR PHYSICAL SCIENCES
I UG – B.Sc / BCA
ODD SEMESTER

INTRODUCTION

The growing popularity of STEM – Integration of Science, Technology, Engineering and Mathematics – has necessitated the importance of learning English as a tool for critical and analytical thinking that forms the basis of STEM curriculum. In this specialized syllabus, Professional English for Physical Sciences the learners acquire the essential language skills to acclimatize themselves to utilize language for scientific approach and theoretical analysis.

COURSE OBJECTIVE

The language course will help learners to,

- Understand the core concepts of their respective fields in an analytical manner through argumentation.
- Supplant their rational thinking with evidence based explanation using subject specific text through ESP (English for Specific Purpose).
- To equip the ESL learners with English for critical thinking, problem solving, creative and collaborative skills required for their academic and professional competence.

SYLLABUS

RECOMMENDED BOOK: Professional English for B.Sc Physical Sciences by TamilNadu State Council for Higher Education (TANSCHÉ)

Unit 1 (10 Hours) COMMUNICATION	Listening: Listening to audio text and answering questions – Listening to Instructions Speaking: Pair work and small group work Reading: Comprehension Passages – Differentiate between facts and opinion Writing: Developing a story with pictures Vocabulary: Register specific – Incorporated into the LSRW skills
Unit 2 (10 Hours) DESCRIPTION	Listening: Listening to process description – Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning – Reading passages on products, equipment and gadgets.

	<p>Writing: Process Description – Compare and Contrast Paragraph – Sentence Definition and Extended Definition – Free Writing</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>
<p>Unit 3 (5 Hours)</p> <p>NEGOTIATION</p>	<p>Listening: Listening to interviews of specialists/ Inventors in fields. (Subject specific)</p> <p>Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject- Specific)</p> <p>Reading: Longer Reading text.</p> <p>Writing: Essay Writing (250 words)</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>
<p>Unit 4 (10 Hours)</p> <p>PRESENTATION SKILLS</p>	<p>Listening: Listening to lectures</p> <p>Speaking: Short talks</p> <p>Reading: Reading Comprehension Passages.</p> <p>Writing: Writing Recommendations. Interpreting Visuals inputs</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>
<p>Unit 5 (5 Hours)</p> <p>CRITICAL THINKING SKILLS</p>	<p>Listening: Listening comprehension – Listening for information</p> <p>Speaking: Making presentations (with PPT –practice)</p> <p>Reading: Reading Comprehension Passages – Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills.</p> <p>Writing: Problem and Solution essay – Creative Writing – Summary Writing</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>

LEARNING OUTCOME

Upon completion of the programme,

- Learners will be able to demonstrate and illustrate subject specific concept.
- Identify and emphasize solutions through LSRW skills as they progress to become active learners from passive learners.
- Categorize and examine outcomes based on real-world problems related to science and industry.

சென்னைப் பல்கலைக்கழகம்
அடிப்படைத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்
அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை
தமிழ்த்துறை
முதலாமாண்டு (2021 -2022)
அடிப்படைத் தமிழ் - முதல் பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் முதற்பருவத்தில் தமிழ் மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. மேலும் தமிழ் மொழியின் சொல் வகை, தொடரமைப்பு, தமிழில் எண்ணுப்பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ள வைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம் - முதல் பருவம் (SYLLABUS)

அலகு - 1.

எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய் எழுத்து , 3. உயிர் மெய் எழுத்து

அலகு - 2

சொற்கள்

1. பெயர்ச்சொல், 2. வினை சொல், 3. இடை சொல், 4. உரிச் சொல்

அலகு -3.

தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப் பொருள்

அலகு -4.

பிழை நீக்கம்

1. ஒற்றுப் பிழை, 2. எழுத்துப் பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப் பெயர்கள், வாழ் இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம்

1. விழாக்கள், 2. இயற்கை, 3. உணவு முறைகள்-சுவை-காய்கள்-பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

இந்தப் பாடத்தினால் வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேச முடியும். தமிழ் மொழியிலுள்ள சிறு சிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும். தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய் வருதல்.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

சென்னைப் பல்கலைக்கழகம்

சிறப்புத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

முதலாமாண்டு (2021 -2022)

சிறப்புத் தமிழ் - முதல்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ் மொழியை முழுமையாக அறிந்து கொள்ளாத கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும் நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு -1

நாட்டுப் புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு -2

புனை கதை

- 1."கட்டை விரல்"-சி.என்.அண்ணாதுரை

அலகு -3

புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி, 2. கடமையைச் செய்-மீரா, 3. இழந்தவர்கள்-அப்துல்

ரகுமான்

அலகு - 4.

மொழித்திறன்

1. கலைச்சொல்லாக்கம், 2. பொருந்திய சொல் தருதல், 3. பிழை நீக்கி

எழுதுதல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

இப்பாடத்தைப் படிப்பதால் தமிழ் மொழியின் இலக்கியஇன்பம், சொல்வளம், புது கலைச்சொல் படைத்தல் போன்றவற்றை உணர உதவுகிறது.

பாட நூல்

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

SEMESTER - I

YEAR : I

Subject Name :Basic Elements of Logistics and Supply Chain Management (NME)

Subject Code : AY51A

Learning Objectives:

- ❖ To enable the students to get knowledge about the various techniques of Logistics Principles.
- ❖ To make the students to get practical skill in solving Problems in Logistics and supply chain management.

Syllabus:

UNIT I

Logistics Concept & Significance - Logistics System Fundamentals -Transport System: Railway, Road, Air, Waterways, Pipe Lines, Animals and Animal driven vehicles - Economics of transportation Stocking Policies-Storage and handling capacities - Warehousing.

UNIT II

Packaging Principles, functions and types - Containerization - Concepts – Infrastructure - Inventory Policy - Concept of Supply Chain Management and its strategic role in the organization - Intra and Inter Organization Supply Chain.

Learning Outcomes:

- ❖ On the completion of the syllabus students will understand the basic Logistics, contract and legal remedies in the law.
- ❖ To develop good understanding to the students about develop functioning and growth of the Logistics and supply chain management.

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம் (second semester)

நோக்கும் கற்றல் பயன்பாடும் (2021 – 2022)

Objective – Syllabus – Out come (2021 -2022)

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல். பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.

பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல். இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

(SYLLABUS)

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

//தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல். பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.

தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல். மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.

இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது. போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப்

பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. -

2021 onwards.)

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள்

ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

UNIVERSITY OF MADRAS
FRENCH SYLLABUS (WITH EFFECT FROM 2020-2021)

Common to all B.A / B.sc / B.Com courses

Inst.Hrs : 4

YEAR : I / II SEMESTER

Foundation Course: Paper II-French II

Title of the Paper : Prescribed Text and Grammar-II

Learning Objectives:

In teaching French we aim to

- ❖ provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- ❖ enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- ❖ discover another world , another people , another way of life .
- ❖ make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Syllabus:

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un- comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Recommend text - Not applicable

Learning Outcome :

Learners are able

- ❖ to comprehend and express themselves well
- ❖ to have an interest to look into another world
- ❖ to improve communication skills
- ❖ to perform well in the University Exams.

SEMESTER - II

YEAR / SEMESTER : I YEAR / II SEMESTER

SUBJECT NAME : FOUNDATION COURSE IN HINDI

SUBJECT CODE: CLE2G

Learning Objectives:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I YEAR – II SEMESTER

PAPER–II – ONE ACT PLAY, SHORT STORY & TRANSLATION

I . ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study):

SWARNA MANJARIEdited by: Dr. Chitti. Annapurna

Rajeswari Publications

21/3, Mothilal Street,
(Opp. Ranganathan Street),
T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi)

BOOKS FOR REFERENCE :

- | | |
|----------------------------|---|
| 1. Prayojan Moolak Hindi : | Dr. Syed Rahamathulla
Poornima Prakashan, 4/7,
Begum III Street, Royapettah,
Chennai – 14. |
| 2. Anuvad Abhyas Part III | Dakshin Bharat Hindi Prachar Sabha
T. Nagar, Chennai -17. |

UNITISED SYLLABUS

UNIT – I

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

Learning Outcomes :

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Inculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of art of translation.

Communicative English - II

I UG - B.COM / B.Sc / BCA

Even Semester

Course Objectives:

- To train students on functional English including language proficiency- Grammar & Vocabulary building.
- To equip them with essential career/job oriented skills - Presentation (PPT techniques), formal communication (email, report writing, etc)
- To teach them formal meeting etiquettes: both face-face and virtual mode.
- To prep students to face interviews.
- Encourage and guide students on opinion writing, reviews and feature writing.

Recommended Book:

Communicative English - Semester II - E book by Tamil Nadu State Council For Higher Education (TANSCH)

SYLLABUS

Semester II

Unit I (18 hours)

1. Listening and Speaking

a. Listening and responding to complaints (formal situation)

b. Listening to problems and offering solutions (informal)

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)
- b. Writing a paragraph on a proverbial expression/motivational idea.

3. Word Power/Vocabulary

- a. Synonyms & Antonyms

4. Grammar in Context

- Adverbs
- Prepositions

Unit II (20 hours)

1. Listening and Speaking

- a. Listening to famous speeches and poems
- b. Making short speeches- Formal: welcome speech and vote of thanks.

Informal occasions- Farewell party, graduation speech

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)

- b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation)

b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

- a. Idioms & Phrases

4. Grammar in Context

Conjunctions and Interjections

Unit III (18 hours)

1. Listening and Speaking

- a. Listening to Ted talks
- b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds
- c. Interactions during and after the presentations

2. Reading and writing

- a. Writing emails of complaint
- b. Reading aloud famous speeches

3. Word Power

- a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit IV (16 hours)

1. Listening and Speaking

- a. Participating in a meeting: face to face and online
- b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

- a. Reading visual texts – advertisements
- b. Preparing first drafts of short assignments

3. Word Power

- a. Denotation and Connotation

4. Grammar in Context: Sentence Types

Unit V (18 hours)

1. Listening and Speaking

- a. Informal interview for feature writing
- b. Listening and responding to questions at a formal interview

2. Reading and Writing

- a. Writing letters of application
- b. Readers' Theatre (Script Reading)
- c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

3. Word Power

- a. Collocation

4. Grammar in Context: Working With Clauses

Learning outcome:

- Students show progress in language proficiency.
- Better equipped with necessary job skills.
- Show confidence to face job interviews.
- Encouraged to voice their thoughts, students began to express themselves through blog writing, articles contribution, online reviewing of products and films.
- Show better understanding of nuances in formal communication and etiquettes.

SEMESTER – II

YEAR : I

Name of the Subject : Object Oriented Programming Concepts using C ++

Subject Code : SU22A

Learning Objectives:

- ❖ To inculcate knowledge on Object-oriented programming concepts using C++.
- ❖ To gain Knowledge on programming with C++.

Syllabus:

UNIT - I

Introduction to C++ - key concepts of Object-Oriented Programming –Advantages – Object Oriented Languages – I/O in C++ - C++ Declarations. Control Structures : - Decision Making and Statements : If ..else, jump, goto, break, continue, Switch case statements - Loops in C++: for, while, do - functions in C++ - inline functions – Function Overloading.

UNIT - II

Classes and Objects: Declaring Objects – Defining Member Functions – Static Member variables and functions – array of objects –friend functions – Overloading member functions– Bit fields and classes – Constructor and destructor with static members.

UNIT- III

Operator Overloading: Overloading unary, binary operators – Overloading Friend functions – type conversion – Inheritance: Types of Inheritance – Single, Multilevel, Multiple, Hierarchal, Hybrid, Multi path inheritance – Virtual base Classes – Abstract Classes.

UNIT - IV

Pointers – Declaration – Pointer to Class , Object – this pointer – Pointers to derived classes and Base classes – Arrays – Characteristics – array of classes – Memory models – new and delete operators – dynamic object – Binding, Polymorphism and Virtual Functions.

UNIT - V

Files – File stream classes – file modes – Sequential Read / Write operations – Binary and ASCII Files – Random Access Operation – Templates – Exception Handling - String – Declaring and Initializing string objects – String Attributes – Miscellaneous functions .

TEXT BOOK:

1. E. Balagurusamy, “Object-Oriented Programming with C++”, TMH 2013, 7th Edition.

REFERENCE BOOKS:

1.Ashok N Kamthane, “Object-Oriented Programming with ANSI and Turbo C++”, Pearson Education 2003.

2.Maria Litvin& Gray Litvin, “C++ for you”, Vikas publication 2002.

WEB REFERENCES:

- NPTEL & MOOC courses titled Object oriented programming concepts using C++
- <https://alison.com/course/introduction-to-c-plus-plus-programming>

Learning Outcomes:

- ❖ To write programs using OOP concepts like Abstraction, Encapsulation, Inheritance and Polymorphism
- ❖ Analyze, write, debug, and test basic C++ codes
- ❖ Illustrate the process of data file manipulations using C++

SEMESTER – II

YEAR: I

Name of the Subject : Practical II / C++ Programming Lab

Subject Code : SU221

Learning Objectives:

- ❖ To implement the various object oriented programming concepts using C++

Syllabus:

1. Write a C++ program to demonstrate function overloading, Default Arguments and Inline function.
2. Write a C++ program to demonstrate Class and Objects
3. Write a C++ program to demonstrate the concept of Passing Objects to Functions
4. Write a C++ program to demonstrate the Friend Functions.
5. Write a C++ program to demonstrate the concept of Passing Objects to Functions
6. Write a C++ program to demonstrate Constructor and Destructor
7. Write a C++ program to demonstrate Unary Operator Overloading
8. Write a C++ program to demonstrate Binary Operator Overloading
9. Write a C++ program to demonstrate:
 - Single Inheritance
 - Multilevel Inheritance
 - Multiple Inheritance
 - Hierarchical Inheritance
 - Hybrid Inheritance
10. Write a C++ program to demonstrate Virtual Functions.

11. Write a C++ program to manipulate a Text File.
12. Write a C++ program to perform Sequential I/O Operations on a file.
13. Write a C++ program to find the Biggest Number using Command Line Arguments
14. Write a C++ program to demonstrate Class Template
15. Write a C++ program to demonstrate Function Template.
16. Write a C++ program to demonstrate Exception Handling.

Learning Outcomes:

- ❖ To understand the structure and model of the C++ programming language.
- ❖ To solve problems in C++ demonstrating Object Oriented Concepts.

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE
SYLLABUS WITH EFFECT FROM 2020-2021

BMA-CSA02

ALLIED MATHEMATICS –II

Credits: 5

Year: I/II, Sem:II/IV

LEARNING OUTCOMES:

- Students gain knowledge about basic concepts of Differential Equations, Laplace Transforms, Vector Analysis and Calculus.

UNIT I

Integral Calculus: Bernoulli's formula – Reduction formulae- $\int_0^{\pi/2} \sin^n x \, dx$, $\int_0^{\pi/2} \cos^n x \, dx$, $\int_0^{\pi/2} \sin^m x \cos^n x \, dx$ (m, n being positive integers), Fourier series for functions in $(0, 2\pi)$, $(-\pi, \pi)$.

Chapter 2: Section 2.7 & 2.9, Chapter 4: Section 4.1.

UNIT II

Differential Equations:

Ordinary Differential Equations: second order non-homogeneous differential equations with constant coefficients of the form $ay'' + by' + cy = X$ where X is of the form $e^{\alpha x} \cos \beta x$ and $e^{\alpha x} \sin \beta x$ -Related problems only.

Partial Differential Equations: Formation, complete integrals and general integrals, four standard types and solving Lagrange's linear equation $Pp + Qq = R$.

Chapter 5: Section 5.2.1, Chapter 6: Section 6.1 to 6.4

UNIT III

Laplace Transforms: Laplace transformations of standard functions and simple properties, inverse Laplace transforms, Application to solution of linear differential equations up to second order- simple problems.

Chapter 7: Section 7.1.1 to 7.1.4 & 7.2 to 7.3

UNIT IV

Vector Differentiation: Introduction, Scalar point functions, Vector point functions, Vector differential operator Gradient, Divergence, Curl, Solenoidal, irrotational, identities.

Chapter 8, Section 8.1 to 8.4.4

UNIT V

Vector Integration: Line, surface and volume integrals, Gauss, Stoke's and Green's theorems (without proofs). Simple problems on these.

Chapter 8, Section 8.5 to 8.6.3.

UNIVERSITY OF MADRAS
U.G. DEGREE COURSE
SYLLABUS WITH EFFECT FROM 2020-2021

Content and treatment as in

Allied Mathematics, Volume I and II , P. Duraipandian and S. Udayabaskaran, S. Chand Publications.

Reference:-

1. S. Narayanan and T.K. Manickavasagam Pillai – Ancillary Mathematics, S. Viswanathan Printers, 1986, Chennai.
2. Allied Mathematics by Dr. A. Singaravelu, Meenakshi Agency.

e-Resources:

1. <http://www.sosmath.com>
2. http://www.analyzemath.com/Differential_Equations/applications.html

PROFESSIONAL ENGLISH FOR PHYSICAL SCIENCES
I UG – B.Sc / BCA
EVEN SEMESTER

INTRODUCTION

In order to prepare the new generation ESL learners for the globalizing Science, Technology, Engineering and Mathematics (STEM) workplace, Professional English for Physical Sciences - II is a specialized syllabus that combines various pedagogies to improve students' 21st century skills specifically in communication.

COURSE OBJECTIVE

The language course will help learners to,

- Understand the key aspects of communication as a vital tool in workplace and for effective collaboration in interpersonal relationships.
- Bridge high technical knowledge with communicative competence so as to express opinions in clear, simple and persuasive manner.
- Articulate thoughts efficiently and creatively using all forms of communication in a variety of contexts.

SYLLABUS

RECOMMENDED BOOK: Professional English for B.Sc Physical Sciences by TamilNadu State Council for Higher Education (TANSCH)

Unit 1 (10 Hours) COMMUNICATIVE COMPETENCY	Listening: Listening to Short Videos Speaking: Story Telling and Group Discussion, Brain Storming, Pronunciation Reading: Comprehension Passages: Identifying the Vocabulary and the problem discussed in the passage Writing: Summary Writing Vocabulary: Register specific – Incorporated into the LSRW skills
Unit 2 (10 Hours) PERSUASIVE COMMUNICATION	Listening: Listen to the video of product launch of a fitness tracker. Arranging points in a chronological manner and difference between debate and JAM Speaking: Speaking individually and groups Reading: Reading and understanding Argumentative Essay Writing: Based on video of Natural

	<p>Language Processing writing reports, opinion writing essay writing and dialogue writing</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>
<p>Unit 3 (10 Hours)</p> <p>DIGITAL COMPETENCY</p>	<p>Listening: Listening to Interviews. Problem solution, Evaluation in scientific texts</p> <p>Speaking: Role play of student and teacher</p> <p>Reading: Passage Reading, Note Taking and Story Telling through Fibonacci series</p> <p>Writing: Categorizing words according to function and creating webpage.</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>
<p>Unit 4 (5 Hours)</p> <p>CREATIVITY AND IMAGINATION</p>	<p>Listening: Listening to creative science based inventions</p> <p>Speaking: Describing process creatively</p> <p>Reading: Reading Comprehension Passages.</p> <p>Writing: Creating web pages, blogs, flyers and brochures, poster making, script writing</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>
<p>Unit 5 (5 Hours)</p> <p>WORKPLACE COMMUNICATION AND BASICS OF ACADEMIC WRITING</p>	<p>Listening: Workplace communication</p> <p>Speaking: Academic Powerpoint Presentations (with PPT –practice)</p> <p>Reading: Reading Comprehension Passages – Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills.</p> <p>Writing: Product Description, Drafting a Circular, Writing minutes of a meeting, Writing introduction, paraphrase and summary, Punctuations.</p> <p>Vocabulary: Register specific – Incorporated into the LSRW skills</p>

LEARNING OUTCOME

Upon completion of the programme,

- Learners are able to communicate for a variety of purposes and audiences.
- Understand the use of media and technology to communicate with impact.
- Develop their own critical and creative perspectives to communicate and fulfill their personal and professional requirements.

சென்னைப் பல்கலைக்கழகம்

அடிப்படைத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

முதலாமாண்டு (2021 -2022)

அடிப்படைத் தமிழ் - இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ் மொழியிலுள்ள சிறு சிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறு கதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச் சூடி (1-12), 2. கொன்றை வேந்தன் (1-8),

3. திருக்குறள் (5)

1. அகர முதல (1), 2. செயற்கரிய (26), 3. மனத்துக்கண் (34), 4.

கற்க கசடறக் (391), 5. எப்பொருள் (423).

அலகு - 2.

நீதிக் கதைகள்

1. பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அறிமுகம்

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ. தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத்தலங்கள்- அலுவலகப்

பெயர்கள்

இ.பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ் மொழியின் சிறப்பினையும் மொழிவளத்தையும் அறிந்து கொள்ள உதவுகிறது. தமிழக மக்களின் பண்பாட்டுக்கூறுகளை உணர்ந்து கொள்ளுதல்

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

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சென்னைப் பல்கலைக்கழகம்

சிறப்புத்தமிழ் - நோக்கும் கற்றல் பயன்பாடும்

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

முதலாமாண்டு (2021 -2022)

சிறப்புத் தமிழ் - இரண்டாம்பருவம்

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு தொடக்க கால செய்யுள் முதல் தற்கால புதுக்கவிதை வரை உள்ள ஒருசில பகுதிகள் அமைந்துள்ளன. அனைத்துக் கால இலக்கியங்களின் தன்மையை உணர்ந்துகொள்ளுதல். தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- I. இலக்கியம்
- II. அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III. மொழிப் பயிற்சி

அலகு - 1

கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு -2.

செய்யுள்

1. புறநானூறு - அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார், இ. யாதும் ஊரே -

கனியன்பூங்குன்றனார்

ஈ. திருக்குறள் - வான் சிறப்பு முழுமையும்

உ. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்

ஊ. திருவாசகம் - வேண்டத்தக்கது

எ. திருவாய்மொழி - உயர்வற

ஏ. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

ஐ. சீறாப்புராணம் - வானவர்க்கும்

ஒ. பாரதியார்- நல்லதோர்வீணை

அலகு -3.

இலக்கிய வரலாறு

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4.

மொழிபெயர்ப்பு

ஆங்கிலப் பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

தமிழ் மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல். தமிழ் மக்களின்

பண்பாட்டைக் கால வாரியாக உணர்ந்து கொள்ளுதல்.

மொழிபெயர்ப்புத்துறையிலும் செயலாற்ற முடியும்

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

SEMESTER - II

YEAR : I

Subject Name : EVERYDAY BANKING (NME)

Subject Code : AY52A

Learning Objectives:

- ❖ To facilitate the students to understand the concept of everyday banking.
- ❖ To Know the basic techniques of the modern forms of Banking

Syllabus:

UNIT- I

Banking – Definition – Pass book – Cheque book – Format of Cheque – Filling up of Cheque – Deposit Challan – Filling up – Clearing cheque – Transfer cheque – Collection Cheque – Payable at par – Demand Draft – application filling – Account Opening form – Filling up – Documents required - Debit Card – Credit Card – ATM Machine – Cash Deposit Machine – Pass book printing machine. MICR- IFSC- Fund transfer through ECS – NEFT – RTGS – Form filling for Fund transfer.

UNIT- II

On line Banking – Sign up – Process – Requirements – Log in – Customer ID – User ID – Pass word – Hints for creating Pass words – change of pass word – on line transactions – Account statements – Fund Transfer – Payment of bills – Utility payments – Loans – Repayment for Loans – other services. Mobile Banking – meaning – importance – Advantages – Mobile Applications (App) – WAP (Wireless Application Protocol)- USSD (Unstructured Supplementary Service Data)- Registration process – through Mobiles – Process at Bank Branch – ATM User ID-MPIN- change of MPIN –IMPS (Immediate

Mobile Payment System) - UPI(Unified Payment interface) – BHIM(Bharat Interface for money)- NPCI (National Payment Corporation of India) - Bank account Management – Transfer Funds – paying Bills – Locating ATMs - QR code payments- Alerts and notifications- Tracking Spending habits – Cash back - Safe banking methods.

Suggested Readings:

1. B.Santhanam - Banking & Financial systems, Margham Publications
2. S.N.Maheshwari Banking theory, Law and practice, Kalyani Publications
3. Parameswaran- Indian Banking, S.Chand & Co.

Web References:

1. https://en.wikipedia.org/wiki/Online_banking
2. <https://www.sbi.co.in/portal/web/services/internet-banking>
3. <https://www.hdfcbank.com/assets/popuppages/netbanking.htm>
4. <https://www.investopedia.com/terms/m/mobile-banking.asp>
5. www.scotiabank.com/mobile/ca/en/0,,5181,00.html

Learning Outcomes:

- ❖ Students understand the concept of everyday banking.
- ❖ Students would be aware of the different type's modern Banking and how they are helpful for the daily operations in the business and Individuals.
- ❖ To provide functional disclosure to students relating banking correspondence, insurance correspondence agency correspondence etc.,

SEMESTER - III

YEAR: II

SUBJECT: DATA STRUCTURES

SUBJECT CODE: SZ23A

Learning Objectives:

- ❖ To understand the concepts of ADTs
- ❖ To learn linear data structures - lists, stacks, queues
- ❖ To apply Tree and Graph structures
- ❖ To understand sorting, searching and hashing

Syllabus:

UNIT - I

Abstract Data Types (ADTs) - List ADT - array-based implementation - Linked list implementation - Singly linked lists - Circular linked lists - Doubly-Linked lists-Applications of lists - Polynomial Manipulation- All operations – Insertion – Deletion –Merge -Traversal.

UNIT - II

Stack ADT – Operations – Applications - Evaluating arithmetic expressions – Conversion of infix to postfix expression - Queue ADT – Operations - Circular Queue- Priority Queue – deQueue - Applications of queues.

UNIT - III

Tree ADT - Tree traversals - Binary Tree ADT - Expression trees - Applications of trees -Binary search tree ADT - Threaded Binary Trees - AVL Trees - B-Tree - B+ Tree – Heap - Applications of heap.

UNIT - IV

Definition - Representation of Graph- Types of graph - Breadth First traversal – Depth First traversal - Topological sort - Bi-connectivity – Cut vertex - Euler circuits -Applications of graphs.

UNIT - V

Searching - Linear search - Binary search – Sorting - Bubble sort - Selection sort-Insertion sort - Shell sort - Radix sort – Hashing - Hash functions - Separate chaining - Open Addressing – Rehashing - Extendible Hashing.

TEXT BOOKS:

- 1.Mark Allen Weiss, “Data Structures and Algorithm Analysis in C++”, Pearson Education 2014, 4th Edition.
- 2.Reema Thareja, “Data Structures Using C”, Oxford Universities Press 2014, 2nd Edition.

REFERENCE BOOKS:

- 1.ThomasH.Cormen, Chales E.Leiserson, Ronald L.Rivest, Clifford Stein, “Introduction to Algorithms”, McGraw Hill 2009, 3rd Edition.
- 2.Aho, Hopcroft and Ullman, “Data Structures and Algorithms”, Pearson Education 2003.

WEB REFERENCES:

- NPTEL & MOOC courses titled Data Structures
- <https://nptel.ac.in/courses/106106127/>

Learning Outcomes:

- ❖ Implement abstract data types for linear data structures.
- ❖ Apply the different linear and non linear data structures to problem solutions.
- ❖ Critically analyze the various sorting algorithms.

SEMESTER - III

YEAR : II

Name of the Subject : JAVA PROGRAMMING

Subject Code : SZ23B

Learning Objectives:

- ❖ To understand the concepts of Object Oriented Programming.
- ❖ To learn about the control structures, class with attributes and methods used in Java.
- ❖ To learn how to implement object-oriented designs with Java.
- ❖ To learn how to design a graphical user interface (GUI) with Java
- ❖ To understand how to use Java APIs for program development.

Syllabus:

UNIT - I

Introduction to OOPS: Paradigms of Programming Languages – Basic concepts of Object Oriented Programming – Differences between Procedure Oriented Programming and Object Oriented programming - Benefits of OOPs – Application of OOPs. Java: History – Java features – Java Environment – JDK – API. Introduction to Java: Types of java program – Creating and Executing a Java program – Java Tokens- Java Virtual Machine (JVM) – Command Line Arguments –Comments in Java program.

UNIT - II

Elements: Constants – Variables – Data types - Scope of variables – Type casting – Operators: Special operators – Expressions – Evaluation of Expressions. Decision making and branching statements- Decision making and Looping– break – labeled loop – continue Statement. Arrays: One Dimensional Array – Creating an array – Array processing – Multidimensional Array – Vectors – ArrayList – Advantages of Array List over Array Wrapper classes.

UNIT - III

Class and objects: Defining a class – Methods – Creating objects – Accessing class members – Constructors – Method overloading – Static members – Nesting of Methods – this keyword – Command line input. Inheritance: Defining inheritance – types of inheritance – Overriding methods – Final variables and methods – Final classes – Final methods – Abstract methods and classes – Visibility Control- Interfaces: Defining interface – Extending interface – Implementing Interface – Accessing interface variables. Strings: String Array – String Methods – String Buffer Class.

UNIT - IV

Packages: Java API Packages – System Packages – Naming Conventions – Creating & Accessing a Package – Adding Class to a Package – Hiding Classes. Exception Handling: Limitations of Error handling – Advantages of Exception Handling – Types of Errors – Basics of Exception Handling – Try blocks – throwing an exception – Catching an exception – finally statement. Multithreading: Creating Threads – Life of a Thread – Defining & Running Thread – Thread Methods – Thread Priority – Synchronization – Implementing Runnable interface – Thread Scheduling.

UNIT - V

I/O Streams: File – Streams – Advantages – The stream classes – Byte streams – Character streams. Applets: Introduction – Applet Life cycle – Creating & Executing an Applet – Applet tags in HTML – Parameter tag – Aligning the display – Graphics Class: Drawing and filling lines – Rectangles – Polygon – Circles – Arcs – Line Graphs – Drawing Bar charts AWT Components and Event Handlers: Abstract window tool kit – Event Handlers – Event Listeners – AWT Controls and Event Handling: Labels – Text Component – Action Event – Buttons – Check Boxes – Item Event – Choice – Scrollbars – Layout Managers – Input Events – Menus.

TEXT BOOKS:

- 1.E. Balagurusamy, “Programming with Java”, TataMc-Graw Hill, 5th Edition.
- 2.Sagayaraj, Denis, Karthick and Gajalakshmi, “Java Programming for Core and advanced learners”, Universities Press (INDIA) Private Limited 2018.

REFERENCES:

- 1.Herbert Schildt, “The complete reference Java”, TataMc-Graw Hill, 7th Edition.

WEB REFERENCES:

- NPTEL & MOOC courses titled Java
- <https://nptel.ac.in/courses/106105191/>

Learning Outcomes:

- ❖ Knowledge of the structure and model of the Java programming language.
- ❖ Understand the basic principles of creating Java applications with GUI.
- ❖ Demonstrate use of string and String Buffers, Develop multithreaded programs in Java.
- ❖ Read and make elementary modifications to Java programs that solve real-world problems.
- ❖ Identify Java code utilities in applets, Java packages, and classes.
- ❖ Write Java code using advanced Java features.

SEMESTER - III

Year: II

Subject Name: Computer Organization

Subject Code: SZ23C

Learning Objectives:

- ❖ To make the students realize the importance of hardware.
- ❖ To understand the basic organization of computers and the working of each component and CPU
- ❖ To bring the programming features of 8085 Microprocessor and know the features of latest microprocessors.
- ❖ To understand the principles of Interfacing I/O devices and Direct Memory accesses

Syllabus :

UNIT - I

Data representation: Data types – Complements- fixed point and floating point representation other binary codes. Register Transfer and Microoperations: Register transfer language - Register transfer- Bus and Memory transfers – Arithmetic, logic and shift micro operations.

UNIT - II

Central processing unit: General register and stack organizations- instruction formats - Addressing modes- Data transfer and manipulation - program control- RISC - Pipelining - Arithmetic and instruction- RISC pipeline - Vector processing and Array processors.

UNIT - III

Microprocessor Architecture and its Operations - 8085 MPU - 8085 Instruction Set and Classifications. Programming in 8085: Code conversion - BCD to Binary and Binary to BCD conversions - ASCII to BCD and BCD to ASCII conversions - Binary to ASCII and ASCII to Binary conversions.

UNIT - IV

Programming in 8085: BCD Arithmetic - BCD addition and Subtraction - Multibyte Addition and Subtraction - Multiplication and Division. Interrupts: The 8085 Interrupt – 8085 Vectored Interrupts.

UNIT - V

Direct Memory Access(DMA) and 8257 DMA controller - 8255A Programmable Peripheral Interface. Basic features of Advanced Microprocessors – Pentium - I3, I5 and I7.

Textbooks:

- 1.M.M. Mano, “Computer System architecture”. Pearson, Third Edition, 2007.
- 2.R.S. Gaonkar- "Microprocessor Architecture- Programming and Applications with 8085"- 5th Edition- Penram- 2009.
- 3.TriptiDodiya & Zakiya Malek,“Computer Organization and Advanced Microprocessors”, Cengage Learning, 2012.

Reference Books:

1. Mathur- “Introduction to Microprocessor”- 3rd Edition- Tata McGraw-Hill-1993.
2. P.K. Ghosh and P. R. Sridhar- “0000 to 8085: Introduction to Microprocessors for Engineers and Scientists”- 2nd Edition- PHI- 1995.
3. NagoorKani- “Microprocessor (8085) and its Applications”- 2nd Edition- RBA Publications- 2006.
4. V. Vijayendran- “Fundamentals of Microprocessors – 8085”- S. Viswanathan Pvt.Ltd.- 2008.

Learning Outcomes:

- ❖ Understand about concepts of Computer Organization and design.
- ❖ Understand the principles and the implementation of computer arithmetic.
- ❖ Understand CPU basics, Stack Organization, Instruction format, Addressing formats. Include the interrupts and direct memory access and clasp the standard I/O devices.
- ❖ Able to find the various instruction type and addressing modes used for programming.
- ❖ Demonstrate the ability to program a microprocessor in assembly language.
- ❖ Classify and describe the operation DMA and peripheral Interfaces.

SEMESTER - III

YEAR : II

Name of the Subject : DATA STRUCTURES USING JAVA LAB

Subject Code : SZ231

Learning Objectives:

- ❖ To implement linear and non-linear data structures
- ❖ To understand the different operations of search trees
- ❖ To implement graph traversal algorithms
- ❖ To get familiarized to sorting and searching algorithms

LIST OF EXERCISES:

1. Write a Java programs to implement the List ADT using arrays and linked lists.
2. Write a Java programs to implement the following using a singly linked list. StackADT (b) QueueADT
3. Write a java program that reads an infix expression, converts the expression to postfix formand then evaluates the postfix expression (use stack ADT).
4. Write a Java program to implement priority queue ADT.
5. Write a Java program to perform the following operations:
 - (a) Insert an element into a binary search tree.
 - (b) Delete an element from a binary search tree.
 - (c) Search for a key element in a binary search tree.
6. Write a Java program to perform the following operations
 - (a) Insertion into an AVL-tree
 - (b) Deletion from an AVL-tree
7. Write a Java programs for the implementation of BFS for a given graph.

8. Write a Java programs for the implementation of DFS for a given graph.
9. Write a Java programs for implementing the following searching methods:
 - (a) Linear search
 - (b) Binary search.
10. Write a Java programs for implementing the following sorting methods:
 - (a) Bubble sort
 - (b) Selection sort
 - (c) Insertion sort
 - (d) Radix sort

Learning Outcomes:

- ❖ Write functions to implement linear and non-linear data structure operations.
- ❖ Suggest appropriate linear and non-linear data structure operations for solving a given problem.
- ❖ Analyze various sorting methods.

SEMESTER - III

YEAR : II

Name of the Subject : Financial Accounting (Allied Paper)

Subject Code : SZ33A

Learning Objectives:

- ❖ To enable the students to understand the system of preparing financial statement for various types of organisation.
- ❖ To familiarize the students with knowledge about financial reporting standard

Syllabus:

UNIT – I

Meaning and scope of accounting – Basic accounting concepts and conversions Objectives of accounting – Accounting transaction double entry book keeping journal, Ledger preparation of trial balance, Preparation of cash book, course outline .

UNIT – II

Preparation of final accounts of sole trading concerns adjustments to final accounts.

UNIT – III

Departmental accounts : Basis for allocation of expenses – Inter departmental transfer at cost or selling price – Treatment of expenses which cannot be allocated

UNIT – IV

Depreciation meaning, causes, types of problems based on straight line and diminishing balance methods

UNIT – V

Meaning, features, defects, statement of affairs method and conversion method, (problems on statement of affairs method only).

Reference Books :

1. Financial Accounting - Reddy And Murthy,
2. Financial Accounting - Dr. M. V. Nagarajan
3. Financial Accounting - R. L. Gupta and V. K. Gupta

Learning Outcomes:

- ❖ The students will be able to analyze and prepare financial statement of different types of organization.
- ❖ The students will be aware of various amendments in financial reporting.

SEMESTER - III

SOFT SKILLS

YEAR : II

Subject Name : Personality Enrichment – Level I

Subject Code: TSSEG

Learning Objectives:

- ❖ To understand the relevance of appropriate self-expression.
- ❖ To appreciate the significance of negotiating emotions.
- ❖ To realize the contribution of interpersonal skills for success in life.
- ❖ To comprehend the role of goal setting and time management for achievement in all spheres.
- ❖ To learn skills for effective retention and recall.
- ❖ To acknowledge the role of soft skills as life skills.

Syllabus :

Unit 1- Self Disclosure

Characteristics of self disclosure – Self disclosure benefits and appropriateness – Self disclosure and self awareness – Self disclosure and feedback.

Exercises:

- ✓ Self Description– Reflect and answer the following questions on a sheet of paper about yourself: Who am I? What am I like? How do others perceive me? What are my strengths as a person? In what areas do I want to develop greater skills?
- ✓ Adjective Checklist – the following exercise is aimed at providing an opportunity for participants to disclose their view of themselves to the other members of their group and to receive feedback on how the other group members perceive them.

- ✓ Self Disclosure and Self Awareness – the purpose of this exercise is to allow participants to focus on the areas as described in the Johari Window.

Unit II – Anger, Stress and Managing Feelings

The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person.

Exercises:

- ✓ Handling put downs techniques practiced through role plays.
- ✓ Changing your feelings discuss how people can make their assumptions more constructively.
- ✓ Defusing the Bomb exercise discuss how one can manage provocations.

Unit III – Interpersonal Effectiveness

Managing anxiety and fear – Breathing – an antidote to stress – progressive muscle relaxation – understanding your shyness – building one's self esteem – avoiding self blame – taking risks, tolerating failure, persisting and celebrating success – self talk.

Exercises:

- ✓ Being positive about yourself
- ✓ Understanding your shyness analyze the social situation of shyness and the causes of your shyness.
- ✓ Systematic Muscle Relaxation train one in the procedure for systematic muscle relaxation.
- ✓ Learning how to breathe deeply help one to relax systematically when one is anxious by controlling one's breathing.

Unit IV: Study Skills

Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite, review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning .

Exercise: Using the techniques of memory enhancers to review your classroom and textbook notes

Unit V: Goal Setting and Managing Time

The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college

Exercises:

- ✓ Steps to prepare one's short term goals and long term goals.
- ✓ Role play activity through reflection of identifying how priority management affect one's ability to live a balanced life.

References:

- ✓ Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6 th ed. Boston: Allyn and Bacon.
- ✓ Sherfield, R. M.; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.
- ✓ Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning

Learning Outcomes:

- ❖ After completion of this paper the students will be able to:
- ❖ To express themselves better through enhanced self awareness.
- ❖ To recognize that balanced coping of emotions is crucial for personal success.
- ❖ To apply the tips for maintaining good interpersonal relationships in their lives.
- ❖ To set specific long term and short term goals and manage time effectively.
- ❖ To improve their capacity for memory.
- ❖ To justify how soft skills are life skills.

SEMESTER - IV

YEAR : II

Subject Name: Computer Networks

Subject Code: SZ24A

Learning Objectives:

- ❖ To realize the importance of basic networks and hardware.
- ❖ To understand the concept of Computer network
- ❖ To impart knowledge about networking and inter networking devices

Syllabus:

UNIT - I

Introduction – Network Hardware - Software - Reference Models - OSI and TCP/IP Models - Example Networks: Internet, ATM, Ethernet and Wireless LANs - Physical Layer - Theoretical Basis for Data Communication - Guided Transmission Media.

UNIT - II

Wireless Transmission - Communication Satellites - Telephone System: Structure, Local Loop, Trunks and Multiplexing and Switching. Data Link Layer: Design Issues - Error Detection and Correction.

UNIT - III

Elementary Data Link Protocols - Sliding Window Protocols - Data Link Layer in the Internet - Medium Access Layer - Channel Allocation Problem - Multiple Access Protocols - Bluetooth.

UNIT - IV

Network Layer - Design Issues - Routing Algorithms - Congestion Control Algorithms - IP Protocol - IP Addresses - Internet Control Protocols.

UNIT - V

Transport Layer - Services - Connection Management - Addressing, Establishing and Releasing a Connection - Simple Transport Protocol - Internet Transport Protocols (ITP) - Network Security: Cryptography.

Textbook:

1. A. S. Tanenbaum, “Computer Networks”, Prentice-Hall of India 2008, 4th Edition.

Reference Books:

1. Stallings, “Data and Computer Communications”, Pearson Education 2012, 7 Edition.
2. B. A. Forouzan, “Data Communications and Networking”, Tata McGraw Hill 2007, 4th Edition.
3. F. Halsall, “Data Communications, Computer Networks and Open Systems”, Pearson Education 2008.
4. D. Bertsekas and R. Gallager, “Data Networks”, PHI 2008, 2 Edition.
5. L. L. Lamarc, “Communication Networks”, Tata McGraw Hill 2002.

Learning Outcomes:

- ❖ Know the basic of networks, network types, reference models and its layers.
- ❖ Learn about different layers and protocols present in those layers. Obtain the knowledge about error detection and correction in Data link layer.
- ❖ Obtain the knowledge about packet switching network in Network layer.
- ❖ Understand the design issues in network security, security threats, security services.
- ❖ Ability to understand client/Server programming, WWW and Email using Application Layer.

SEMESTER - IV

YEAR : II

Subject Name: Open Source Technologies

Subject Code: SZ24B

Learning Objectives:

- ❖ To provide a basic idea of Open source technology, their software development process
- ❖ To understand the role and future of open source software in the industry along with the impact of legal, economic, and social issues for such software.
- ❖ Know how to use common open source tools

Syllabus:

UNIT- I

Introduction – Why Open Source – Open Source –Principles, Standards Requirements, Successes – Free Software – FOSS – Internet Application Projects

UNIT- II

Open source – Initiatives, Principles, Methodologies, Philosophy, Platform, Freedom, OSSD, Licenses – Copy right, Copy left, Patent, Zero Marginal Technologies, Income generation opportunities, Internalization

UNIT- III

Case Studies – Apache, BSD, Linux, Mozilla (Firefox), Wikipedia, Joomla, GCC, Open Office.

UNIT- IV

Open Source Project – Starting, Maintaining – Open Source – Hardware, Design, Teaching & Media

UNIT- V

Open Source Ethics – Open Vs Closed Source – Government – Ethics – Impact of Open source Technology – Shared Software – Shared Source

TEXT BOOK:

1. KailashVadera, Bhavyesh Gandhi, “Open Source Technology”, Laxmi Publications Pvt Ltd 2012, 1st Edition.

REFERENCE BOOK:

1. Fadi P. Deek and James A. M. McHugh, “Open Source: Technology and Policy”, Cambridge Universities Press 2007.

WEB REFERENCES:

- Coursera online course – Open Source Software Development Methods-
<https://www.coursera.org/learn/open-source-software-development-methods>

Learning Outcomes:

- ❖ To recognize the benefits and features of Open Source Technology like Linux, PERL, BIRT etc and to interpret, contrast and compare open source products among themselves.
- ❖ Ability to install and run open-source operating systems.
- ❖ Ability to gather information about Free and Open Source Software projects from software releases and from sites on the internet.
- ❖ Ability to build and modify one or more Free and Open Source Software packages.

SEMESTER - IV

YEAR : II

Name of the Subject : E-COMMERCE TECHNOLOGIES

Subject Code : SZ24C

Learning Objectives:

- ❖ To provide students with an overview and understanding of e-commerce with a specific emphasis on Internet Marketing.
- ❖ To explore the major issues associated with e-commerce-security, privacy, intellectual property rights, authentication, encryption, acceptable use policies, and legal liabilities.
- ❖ To understand the e-payment systems
- ❖ To understand the concept of Information System for Mobile Commerce

Syllabus:

UNIT - I

History of E-commerce and Indian Business Context: E-Commerce –Emergence of the Internet – Emergence of the WWW – Advantages of E-Commerce – Transition to E-Commerce in India – The Internet and India – E-transition Challenges for Indian Corporate. Business Models for E-commerce: Business Model – E-business Models Based on the Relationship of Transaction Parties - E-business Models Based on the Relationship of Transaction Types.

UNIT – II

Enabling Technologies of the World Wide Web: World Wide Web – Internet Client-Server Applications – Networks and Internets – Software Agents – Internet Standards and Specifications – ISP. e-Marketing :Traditional Marketing – Identifying Web Presence Goals – Online Marketing – E-advertising – E-branding.

UNIT – III

E-Security: Information system Security – Security on the Internet – E-business Risk Management Issues – Information Security Environment in India. Legal and Ethical Issues : Cyber talking – Privacy is at Risk in the Internet Age – Phishing – Application Fraud – Skimming – Copyright – Internet Gambling – Threats to Children.

UNIT – IV

e-Payment Systems: Main Concerns in Internet Banking – Digital Payment Requirements – Digital Token-based e-payment Systems – Classification of New Payment Systems – Properties of Electronic Cash – Cheque Payment Systems on the Internet – Risk and e-Payment Systems – Designing e-payment Systems – Digital Signature – Online Financial Services in India - Online Stock Trading.

UNIT – V

Information systems for Mobile Commerce: What is Mobile Commerce? – Wireless Applications – Cellular Network – Wireless Spectrum – Technologies for Mobile Commerce – Wireless Technologies – Different Generations in Wireless Communication – Security Issues Pertaining to Cellular Technology. Portals for EBusiness: Portals – Human Resource Management – Various HRIS Modules.

TEXT BOOK

1. P.T.Joseph, S.J., “E-Commerce - An Indian Perspective”, PHI 2012, 4th Edition.

REFERENCE BOOKS

1. David Whiteley , “E-Commerce Strategy, Technologies and Applications”, Tata McGraw Hill, 2001. 2. Ravi Kalakota, Andrew B Whinston, “Frontiers of Electronic Commerce”, Pearson 2006, 12th Impression.

WEB REFERENCES

1.<https://www.docsity.com/en/e-commerce-notes-pdf-lecture-notes-university-level/2484734/>
2.<https://magnetoitsolutions.com/blog/advantages-and-disadvantages-of-ecommerce>
3.https://www.researchgate.net/publication/320547139ECommerce_Merits_and_Demerits_A_Review_Paper

Learning Outcomes:

- ❖ Obtain a general understanding of basic business management concepts.
- ❖ Have complete knowledge about basic technical concepts relating to E-Commerce.
- ❖ Obtain thorough understanding about the security issues, threats and challenges of E-Commerce.
- ❖ Have complete knowledge about e-payment systems
- ❖ Understand the concept of Information System for Mobile Commerce

SEMESTER – IV

YEAR : II

Name of the Subject : OPEN SOURCE TECHNOLOGIES LAB

Subject Code : SZ241

Learning Objectives:

- ❖ To be aware of the various open source software available for different problem needs.
- ❖ To be familiar with the usage of the software like installation and configuration

Syllabus :

LIST OF EXERCISES:

1. Study and usage of Libre Office Suite – Writer, Calc& Impress
2. Text Processing with PERL
3. Simple Applications using PHP
4. Simple Applications using Python
5. Image editing using GIMP
6. Study and usage of Business Intelligence tools – BIRT, JMagallanes
7. Creation of network diagrams using GraphViz
8. Linux Installation
9. Software Configuration in Linux environment.
10. Version Control System using Git.

Learning Outcomes:

- ❖ Students must be able to use appropriate open source tools based on the nature of the problem
- ❖ Students should be able to code and compile different open source software

SEMESTER - IV

YEAR : II

Name of the Subject : Cost And Management Accounting(Allied Paper)

Subject Code : SZ34A

Learning Objectives:

- ❖ This subject introduces the concepts of Cost and Management Accounting in order to understand the effectiveness of cost control and taking prompt decisions.
- ❖ Management accounting helps to take effective decisions for better development of the organization.

Syllabus:

UNIT – I

Cost Accounting: Definition, Meaning and Objectives - Distinction between Cost and Financial Accounting. Elements of cost and preparation of cost sheets and tender. Management Accounting - Definition and objectives - Distinction between management and Financial Accounting.

UNIT – II

Stores Records - Purchase Order - Goods Received. Note - Bin Card - Stores Ledger - Purchase, Receipt and Inspection - Inventory Control - ABC Analysis - Economic Ordering Quantity - Maximum, Minimum and Reordering levels - Methods of Pricing Issued.

UNIT – III

Labor: Importance of Labor Cost Control - Various Methods of Wage Payment - Calculation of Wages - Methods of Incentive for Schemes.

UNIT – IV

Overheads: Factory, Administration, Selling and Distribution of Overheads - Classification – Allocation and Apportionment - Redistribution (Secondary Distribution) - Absorption of Overheads including 'Machine Hour rate.

UNIT – V

Marginal Costing: The Concept - Break Even Analysis - Break - Even Chart - Importance and assumptions. Application of Profit Volumes Ratio - Budget and Budgetary Control: Procedure and Utility - Preparation of Different types of Budget including Flexible Budget.

Reference Books :

1. Cost Accounting and Management Accounting - Reddy and Murthy
2. Cost Accounting : Dr. M. V. Nagarajan
3. Management Accounting - Dr. M. V. Nagarajan.

Learning Outcomes:

- ❖ To learn the theory and practices of cost accounting.
- ❖ To understand the concepts of management accounting and on that basis, the firm is can be able to find out the efficiency and effectiveness of the firm.
- ❖ Through Cost accounting, cost reduction, cost control will be possible, that will help the management to get more profits.

SEMESTER - IV

SOFT SKILLS

YEAR : II

Subject Name : Personality Enrichment – Level II

Subject Code: TSSEH

Learning Objectives:

- ❖ To understand the nature, causes, symptoms and repercussions of stress.
- ❖ To recognize trust as a crucial factor for better work performance.
- ❖ To know how conflict resolution skill is a competitive advantage at work.
- ❖ To realize that emotional intelligences as important as academic intelligence for success in life.
- ❖ To appreciate the contribution of self esteem in building a positive personality.

Syllabus :

Unit 1: Stress Management

The Nature of Stress – A wellness Lifestyle – Distress symptoms: emotional distress, cognitive distress, behavioural distress, physical distress symptoms – managing stress: exercise, nutrition, sleep, healthy pleasures – self talk and stress – Relaxation Methods: breathing techniques, meditation techniques, visualization techniques – self hypnosis- muscle relaxation techniques – Using social support.

Exercises:

- ✓ Distressors and Distress Symptoms
- ✓ Identifying Personal uses for self talk management
- ✓ Social support networks from which you draw and networks through which you give social support

Unit 2: Maintaining Trust

Developing and maintaining trust – being trusting and trustworthy – building interpersonal trust – re-establishing trust after it has been broken – trusting appropriately – trust and friendship. Exercises:

- ✓ Practicing Trust Building Skills
- ✓ Developing Trust

Unit 3: Resolving Interpersonal Conflicts

Understanding conflicts of Interests- conflict strategies – negotiating to win – negotiating to solve the problems – steps for effective problem solving negotiating – refusal skills.

Exercises:

- ✓ Non verbal conflict
- ✓ Confronting the opposition
- ✓ Using the conflict strategies – role playing

Unit 4: Applying Emotional Intelligence

Emotional Intelligence and emotional competence - components of emotional intelligence – behavioural skills of emotional intelligence.

Exercise: Role model using a modelling/group exercise

Unit 5: Enhancing self esteem

Self theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self esteem – techniques for enhancing self esteem – nurturance techniques

Exercises:

- ✓ Weakness-strength
- ✓ Managing your identified areas of self criticism and dealing with negative messages.
- ✓ Nurturing relationships

References:

- ✓ Schafer, W. (1998). Stress Management for Wellness. 4 th edition. Australia: Thomson & Wadsworth.
- ✓ Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
- ✓ Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
- ✓ Frey, D and Carlock, C. (1989). Enhancing Self Esteem. 2 nd edition. Indiana: Accelerated Development INC.

Learning Outcomes:

After completion of this paper the students will be able to:

- ❖ To manage their stress better through enhanced understanding about its nature and cause.
- ❖ To practice trust building in their personal and professional lives.
- ❖ To apply conflict resolution skills appropriately.
- ❖ To relate the behaviour of self and others with emotional intelligence.
- ❖ To maintain a better self esteem irrespective of shortcomings they may encounter in life.

SEMESTER – IV

YEAR : II

Subject Name : Environmental Studies

Subject Code : ENV4B

Learning Objectives:

- ❖ To sensitize students towards environmental concerns, issues, and impacts of climate change and related mitigation strategies.
- ❖ To create and disseminate knowledge to the students about environmental problems at local, regional and global scale.

Syllabus:

Unit - I

Introduction to Environmental Studies: Multidisciplinary nature of environmental studies; Scope and importance; concept of sustainability and sustainable development.

Unit - II

Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an Eco system: Food chains, food webs and ecological succession, Case studies of the following ecosystem:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit - III

Natural Resources : Renewable and Non – renewable Resources (6 lectures) Land resources and land use change: Land degradation, soil erosion and desertification.

Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).

Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit - IV

Biodiversity and Conservation (8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity,

Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
India as a mega- biodiversity nation, Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit - V

Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Unit - VI

Environmental Policies & Practices (8 lectures) Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit - VII

Human Communities and the Environment (7 lectures) Human population growth, impacts on environment, human health and welfare. Resettlement and rehabilitation of projects affected persons; case studies. Disaster management: floods, earthquake, cyclone and landslides. Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.

Environmental ethics : Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit - VIII

Field Work (6 lectures) Visit to an area to document environmental assets: river / forest/ flora/ fauna etc. Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystem- pond, river, Delhi Ridge etc. (Equal to 5 Lectures)

Learning Outcomes:

- ❖ Acquired fundamental knowledge of different aspects of environment and local, regional and global environmental problems.
- ❖ Acquired the knowledge and skills needed for the environmental design and management.
- ❖ Analyze and determine pollution using Environmental Analytical Techniques, Biostatistics and Computational Techniques.

SEMESTER – V

YEAR : III

Name of the Subject : SOFTWARE ENGINEERING

Subject Code :

Learning Objectives:

- ❖ To introduce the software development life cycles
- ❖ To introduce concepts related to structured and objected oriented analysis & design concepts
- ❖ Understanding of software requirements and the SRS documents.
- ❖ Understanding of the role of project management including planning, scheduling, risk management, etc.
- ❖ To provide an insight into UML and software testing techniques

Syllabus:

UNIT- I

Introduction – Evolution – Software Development projects – Emergence of Software Engineering. Software Life cycle models – Waterfall model – Rapid Application Development – Agile Model – Spiral Model

UNIT- II

Requirement Analysis and Specification – Gathering and Analysis – SRS – Formal System Specification

UNIT- III

Software Design – Overview – Characteristics – Cohesion & Coupling – Layered design – Approaches. Function Oriented Design – Structured Analysis – DFD – Structured Design – Detailed design

UNIT- IV

Object Modeling using UML – OO concepts – UML – Diagrams – Use case, Class, Interaction, Activity, State Chart – Postscript

UNIT- V

Coding & Testing – coding – Review – Documentation – Testing – Black-box, White-box, Integration, OO Testing, Smoke testing.

TEXT BOOK

1. Rajib Mall, “Fundamentals of Software Engineering”, PHI 2018, 5th Edition.

REFERENCE BOOKS

1. Roger S. Pressman, “Software Engineering - A Practitioner’s Approach”, McGraw Hill 2010, 7th Edition.

2. Pankaj Jalote, “An Integrated Approach to Software Engineering”, Narosa Publishing House 2011, 3rd Edition.

WEB REFERENCES

- NPTEL & MOOC courses titled Software Engineering
- <https://nptel.ac.in/courses/106105182/>

Learning Outcomes:

- ❖ The students should be able to specify software requirements, design the software using tools
- ❖ To write test cases using different testing techniques.
- ❖ Ability to apply software engineering principles and techniques.
- ❖ Ability to work as an effective member or leader of software engineering teams.

SEMESTER – V

YEAR : III

Subject Name: Operating Systems

Subject Code:

Learning Objectives:

- ❖ Conceptualize the components involved in designing a contemporary OS.
- ❖ To understand the fundamental concepts and role of Operating System.
- ❖ To learn the Process Management and Scheduling Algorithms
- ❖ To understand the Memory Management policies
- ❖ To gain insight on I/O and File management techniques

Syllabus:

UNIT - I

Introduction: Views - Types of System - OS Structure – Operations - Services – Interface- System Calls- System Structure - System Design and Implementation.
Process Management: Process - Process Scheduling - Inter-process Communication.
CPU Scheduling: CPU Schedulers - Scheduling Criteria - Scheduling Algorithms.

UNIT - II

Process Synchronization: Critical- Section Problem - Synchronization Hardware
Semaphores - Classical Problems of Synchronization - Monitors. Deadlocks:
Characterization - Methods for Handling Deadlocks - Deadlock Prevention -
Avoidance - Detection - Recovery.

UNIT - III

Memory Management: Hardware - Address Binding – Address Space - Dynamic
Loading and Linking – Swapping – Contiguous Allocation - Segmentation - Paging –
Structure of the Page Table.

UNIT - IV

Virtual Memory Management: Demand Paging - Page Replacement Algorithms - Thrashing. File System: File Concept -. Access Methods - Directory and Disk Structure - Protection - File System Structures - Allocation Methods - Free Space Management.

UNIT - V

I/O Systems: Overview - I/O Hardware - Application I/O Interface - Kernel I/O Subsystem - Transforming I/O Requests to Hardware Operations - Performance. System Protection: Goals - Domain - Access matrix. System Security: The Security Problem - Threats – Encryption- User Authentication.

Textbook:

1.Abraham Silberschatz, Peter B Galvin, Gerg Gagne, “Operating System Concepts”, Wiley India Pvt.Ltd. 2018, 9th Edition.

Reference:

1. William Stallings, “Operating Systems Internals and Design Principles”, Pearson, 2018, 9th Edition.
2. Andrew S. Tanenbaum, Herbert Bos, “Modern Operating Systems”, Pearson 2014, 4th Edition.

Learning Outcomes:

- ❖ To understand the basic components of a computer operating system, and the interactions among the various components.
- ❖ Understand process management, concurrent processes and threads, memory management, virtual memory concepts, deadlocks.
- ❖ Learn different types of operating systems along with concept of file systems and CPU scheduling algorithms used in operating system.
- ❖ Understand the issues in synchronization and memory management.
- ❖ Compare the performance of Scheduling Algorithms
- ❖ Analyze resource management techniques
- ❖ Identify the features of I/O and File handling methods

SEMESTER – V

YEAR : III

Name of the Subject : Relational Database Management Systems

Subject Code :

Learning Objectives:

- ❖ Gain a good understanding of the architecture and functioning of Database Management Systems
- ❖ Understand the concept of Relational Models
- ❖ Understand the use of Structured Query Language (SQL) and its syntax.
- ❖ Apply Normalization techniques to normalize a database.
- ❖ Understand the concept and syntax of PL/SQL
- ❖ Understand the need of transaction processing and learn techniques for controlling the consequences of concurrent data access.

Syllabus:

UNIT – I

Introduction to DBMS – Data and Information - Database – Database Management System – Objectives - Advantages – Components - Architecture. ER Model: Building blocks of ER Diagram – Relationship Degree – Classification – ER diagram to Tables – ISA relationship – Constraints – Aggregation and Composition – Advantages.

UNIT – II

Relational Model: CODD's Rule- Relational Data Model - Key - Integrity – Relational Algebra Operations – Advantages and limitations – Relational Calculus – Domain Relational Calculus - QBE.

UNIT – III

Structure of Relational Database : Introduction to Relational Database Design - Objectives – Tools – Redundancy and Data Anomaly – Functional Dependency - Normalization – 1NF – 2NF – 3NF – BCNF. Transaction Processing – Database Security.

UNIT – IV

SQL: Commands – Data types – DDL - Selection, Projection, Join and Set Operations – Aggregate Functions – DML – Modification - Truncation - Constraints – Subquery.

UNIT – V

PL/SQL: Structure - Elements – Operators Precedence – Control Structure – Iterative Control - Cursors - Procedure - Function - Packages – Exceptional Handling - Triggers.

TEXT BOOK

1.S. Sumathi, S. Esakkirajan, “Fundamentals of Relational Database Management System”, Springer International Edition 2007.

REFERENCE BOOKS

1. Abraham Silberchatz, Henry F. Korth, S. Sudarshan, “Database System Concepts”, McGrawHill 2019, 7th Edition.
2. Alexis Leon & Mathews Leon, “Fundamentals of DBMS”, Vijay Nicole Publications 2014, 2nd Edition.

WEB REFERENCES

- NPTEL & MOOC courses titled Relational Database Management Systems
<https://nptel.ac.in/courses/106106093/>
- <https://nptel.ac.in/courses/106106095/>

Learning Outcomes:

- ❖ Describe basic concepts of database system
- ❖ Design a Data model and Schemas in RDBMS
- ❖ Competent in use of SQL
- ❖ Students understand the usage of query languages
- ❖ Analyze functional dependencies for designing robust Database
- ❖ Able to write the programs in PL/SQL

SEMESTER – V

YEAR : III

Name of the Subject : Resource Management Techniques / Elective I

Subject Code :

Learning Objectives:

- ❖ To learn the basic concepts, models and statements of Operation Research theory which are frequently applied to business decision making.

Syllabus:

UNIT-I

Basics of Operations Research (O.R): Characteristics of O.R - Necessity of O.R in Industry-OR and Decision making - Role of computers in O.R. Linear programming: Formulations and Graphical solution (of 2 variables) canonical & standard terms of Linear programming problem. Algebraic solution: Simplex method.

UNIT-II

Algebraic solution: Charnes method of penalties - two phase simplex method - concept of Duality - properties of duality - Dual simplex method.

UNIT-III

Transportation model: Definition - formulation and solution of transportation models - the row - minima, column - minima, matrix minima and Vogel's approximation methods. Assignment model: Definition of Assignment model - comparison with transportation model- formulation and solution of Assignment model - variations of Assignment problem.

UNIT-IV

Sequencing problem: Processing each of n jobs through m machines - processing n jobs through 2 machines - processing n jobs through 3 machines - processing 2 jobs through m machines - processing n jobs through m machines - travelling salesman problem. Game Theory: Characteristics of games -Maximin, Minimax criteria of

optimality – Dominance property - algebraic and graphical method of solution of solving 2 x 2 games.

UNIT-V

Pert - CPM: Networks - Fulkerson's Rule - measure of activity - PERT computation - CPM computation - resource scheduling. Simulation: Various methods of obtaining random numbers for use in computer simulation - Additive, multiplicative and mixed types of congruence random number generators - Monte Carlo method of simulation - its advantages and disadvantages.

TEXT BOOKS:

1. Hamdy A. Taha, “Operation Research - An Introduction”, Prentice Hall of India, Pvt. Ltd. New Delhi 1996, 5th Edition
2. Ackoff R.L. and Sasieni M. W, “Fundamentals of Operations Research”, John Wiley and sons New York 1968.
3. Charnes A. Cooper W. and Hendersen A. , “ Introduction to Linear Programming”, Wiley and Sons New York 1953.
4. Srinath L.S, “PERT and CPM principles and applications”, Affiliated East West Press Pvt. Ltd. New York 1973.

WEB REFERENCES:

- <http://ocw.mit.in>
- <http://ebooks.Ipude.in.operationsresearch>

Learning Outcomes:

- ❖ To make use of simplex method to solve optimization problems.
- ❖ To utilize PERT and CPM in project management
- ❖ Various models for solving different types of resource management will be learnt.
- ❖ Applications of RMT in industries will be learnt

SEMESTER – V

YEAR : III

Subject Name: OPERATING SYSTEM LAB

Subject Code :

Learning Objectives:

- ❖ To learn Process management and scheduling.
- ❖ To understand the concepts and implementation of memory management policies.
- ❖ To understand the various issues in Inter Process Communication.

Syllabus:

1. Basic I/O programming.

To implement CPU Scheduling Algorithms:

2. Shortest Job First Algorithm.
3. First Come First Served Algorithm.
4. Round Robin and Priority Scheduling Algorithms.
5. To implement reader/writer problem using semaphore.
6. To implement Banker's algorithm for Deadlock avoidance.

Program for page replacement algorithms:

7. First In First Out Algorithm.
8. Least Recently Used Algorithm.
9. To implement first fit, best fit and worst fit algorithm for memory management.
10. Program for Inter-process Communication.

Learning Outcomes:

- ❖ Understand the process management policies and scheduling process by CPU.
- ❖ Analyze the memory management and its allocation policies.
- ❖ To evaluate the requirement for process synchronization.

SEMESTER – V

YEAR : III

Subject Name: PL/SQL LAB

Subject Code :

Learning Objectives:

- ❖ Learn the various DDL and DML commands
- ❖ Understand queries in SQL to retrieve information from data base
- ❖ Understand PL/SQL statements: Exception Handling, Cursors, and Triggers.
- ❖ Develop database applications using front-end and back-end tools.

Syllabus:

LIST OF EXERCISES

- 1) DDL commands with constraints.
- 2) DML Commands with constraints.
- 3) SQL Queries: Queries, sub queries, Aggregate function
- 4) PL/SQL : Exceptional Handling
- 5) PL/SQL : Cursor
- 6) PL/SQL : Trigger
- 7) PL/SQL : Packages
- 8) Design and Develop Application for Library Management
- 9) Design and Develop Application for Student Mark Sheet Processing
- 10) Design and Develop Application for Pay Roll Processing

Learning Outcomes:

- ❖ Implement the DDL , DML Commands and Constraints
- ❖ Create, Update and query on the database.
- ❖ Design and Implement simple project with Front End and Back End.

SEMESTER – V

YEAR : III

Name of the Subject : VALUE EDUCATION

Subject Code :

Learning Objectives:

- ❖ Values are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality.
- ❖ A value system is a set of consistent values and measures.
- ❖ Knowledge of the values are inculcated through education.
- ❖ It contributes in forming true human being, who are able to face life and make it meaningful

Syllabus:

UNIT - I

Value education-its purpose and significance in the present world–Value system–The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT - II

Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT - III

Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for

enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT - IV

Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V

Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction– Dowry – Domestic violence – Untouchability – female infanticide – atrocities against women – How to tackle them.

Reference Book:

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991

SEMESTER – VI

YEAR : III

Name of the Subject : WEB DESIGN AND DEVELOPMENT

Subject Code :

Learning Objectives:

- ❖ To understand Web based programming and scripting languages.
- ❖ To learn the basic web concepts and to create rich internet applications that use most recent client-side programming technologies.
- ❖ To learn the concepts of Graphics and Animation and its usage
- ❖ To learn the basics of HTML, DHTML, XML, CSS, Java Script and AJAX.
- ❖ Gain knowledge about to design the web pages

Syllabus:

UNIT I

HTML: HTML-Introduction-tag basics- page structure-adding comments working with texts, paragraphs and line break. Emphasizing test - heading and horizontal rules - list-font size, face and color – alignment – links – tables - frames

UNIT II

Forms & Images Using Html: Graphics: Introduction-How to work efficiently with images in web pages, image maps, GIF animation, adding multimedia, data collection with html forms textbox, password, list box, combo box, text area, tools for building web page front page

UNIT III

XML & DHTML: Cascading style sheet (CSS) - what is CSS-Why we use CSS - adding CSS to your web pages - Grouping styles - extensible markup language (XML). Dynamic HTML: Document object model (DCOM) - Accessing HTML & CSS through DCOM Dynamic content styles & positioning - Event bubbling - data binding.

UNIT IV

JavaScript : Client side scripting, What is JavaScript, How to develop JavaScript, simple JavaScript, variables, functions, conditions, loops and repetition, Advance script, JavaScript and objects, JavaScript own objects, the DOM and web browser environments, forms and validations

UNIT V

Ajax: Introduction, advantages & disadvantages, Purpose of it, Ajax based web application, alternatives of Ajax Java Script & AJAX: Introduction to array-operators, making statements - date & time – mathematics – strings - Event handling form properties. AJAX. Introduction to jQuery and Angular JS.

TEXT BOOKS:

1. Pankaj Sharma, “Web Technology”, SkKataria & Sons Bangalore 2011. (UNIT I, II, III & IV).
2. Mike Mcgrath, “Java Script”, Dream Tech Press 2006, 1st Edition. (UNIT V: JAVASCRIPT)
3. Achyut S Godbole&AtulKahate, “Web Technologies”, 2002, 2nd Edition. (UNIT V: AJAX)

REFERENCE BOOKS:

1. Laura Lemay, RafeColburn , Jennifer Kyrnin, “Mastering HTML, CSS & Javascript Web Publishing”, 2016.
2. DT Editorial Services (Author), “HTML 5 Black Book (Covers CSS3, JavaScript, XML, XHTML, AJAX, PHP, jQuery)”, Paperback 2016, 2nd Edition.
3. C. Xavier, “World Wide Web Design with HTML”, TMH Publishers 2001.
4. Wendy Willard, “A Beginners Guide HTML”, Tata McGraw Hill 2009, 4th Edition.

WEB REFERENCES:

- NPTEL & MOOC courses titled Web Design and Development.
- <https://www.udemy.com/topic/web-design/>

Learning Outcomes:

- ❖ Ability to Develop and publish Web pages using Hypertext Markup Language (HTML).
- ❖ Ability to optimize page styles and layout with Cascading Style Sheets (CSS).
- ❖ Ability to Understand, analyze and apply the role of languages to create a capstone.
- ❖ Ability to insert the graphics and animation in the web pages.
- ❖ Website using client-side web programming languages like HTML, DHTML, CSS, XML, JavaScript, and AJAX.

SEMESTER – VI

YEAR: III

SUBJECT NAME : DATA MINING

SUBJECT CODE :

Learning Objectives:

- ❖ To learn about data mining Concepts
- ❖ To study the different data mining techniques
- ❖ Understand various data mining functionalities
- ❖ Inculcate knowledge on data mining query languages
- ❖ Know in detail about data mining algorithms

Syllabus:

UNIT - I

Basic Data Mining Tasks – Data Mining Versus Knowledge Discovery in Data Bases – Data Mining Issues – Data Mining Matrices – Social Implications of Data Mining – Data Mining from Data Base Perspective.

UNIT - II

Data Mining Techniques – a Statistical Perspective on data mining – Similarity Measures – Decision Trees – Neural Networks – Genetic Algorithms.

UNIT - III

Classification: Introduction – Statistical – Based Algorithms – Distance Based Algorithms – Decision.

UNIT - IV

Clustering Tree – Based Algorithms – Neural Network Based Algorithms – Rule Based Algorithms – Combining Techniques: Introduction – Similarity and Distance Measures – Outliers – Hierarchical Algorithms. Partitioned Algorithms.

UNIT - V

Association Rules: Introduction - Large Item Sets – Basic Algorithms – Parallel & Distributed Algorithms – Comparing Approaches – Incremental Rules – Advanced Association Rules Techniques – Measuring the Quality of Rules.

TEXT BOOK:

1. Jiawei Han & Micheline Kamber, “Data Mining Concepts & Techniques”, 2011, 3rd Edition.

REFERENCE BOOK:

1. Margaret H. Dunham, “Data Mining Introductory and Advanced Topics”, Pearson Education 2003.

WEB REFERENCES:

- NPTEL & MOOC courses titled Data Mining
- <https://nptel.ac.in/courses/106105174/>

Learning Outcomes:

- ❖ To have knowledge in Data mining concepts
- ❖ To apply Data mining concepts in different fields
- ❖ Extract knowledge using data mining techniques
- ❖ Adapt to new data mining tools
- ❖ Explore recent trends in data mining

SEMESTER – VI

YEAR: III

SUBJECT NAME: MOBILE APPLICATION DEVELOPMENT

SUBJECT CODE:

Learning Objectives:

- ❖ To make the student understand the basic concepts of mobile application development, be aware of Characteristics of mobile applications, User-interface design, basics of graphics and multimedia.
- ❖ To gain knowledge about testing and publishing of Android application

Syllabus :

UNIT - I

Mobile Application Development - Mobile Applications and Device Platforms - Alternatives for Building Mobile Apps -Comparing Native vs. Hybrid Applications - The Mobile Application Development Lifecycle-The Mobile Application Front-End-The Mobile Application Back-End-Key Mobile Application Services-What is Android-Android version history-Obtaining the Required Tools- Launching Your First Android Application-Exploring the IDE-Debugging Your Application-Publishing Your Application

UNIT - II

Understanding Activities-Linking Activities Using Intents-Fragments-Displaying Notifications- Understanding the Components of a Screen-Adapting to Display Orientation-Managing Changes to Screen Orientation- Utilizing the Action Bar-Creating the User Interface Programmatically Listening for UI Notifications

UNIT - III

Using Basic Views-Using Picker Views -Using List Views to Display Long Lists- Understanding Specialized Fragments - Using Image Views to Display Pictures - Using Menus with Views-Using Web View- Saving and Loading User Preferences-Persisting Data to Files-Creating and Using Databases.

UNIT - IV

Sharing Data in Android-Creating Your Own Content Providers -Using the Content Provider- SMS Messaging -Sending Email-Displaying Maps- Getting Location Data-Monitoring a Location.

UNIT - V

Consuming Web Services Using HTTP-Consuming JSON Services- Creating Your Own Services - Binding Activities to Services -Understanding Threading .

TEXT BOOK:

1. Jerome DiMarzio, “Beginning Android Programming with Android Studio”, 4thEdition.

REFERENCE BOOKS:

1. Dawn Griffiths, David Griffiths, “Head First Android Development: A Brain-Friendly Guide”, 2017.

2. Neil Smyth , “Android Studio 3.0 Development Essentials: Android”, 8th Edition.

3. Pradeep Kothari, “Android Application Development (With Kitkat Support)”, Black Book 2014.

WEB REFERENCES:

- <https://developer.android.com/guide>
- https://en.wikipedia.org/wiki/Android_10
- Develop App for Free
- <https://flutter.dev/>
- <http://ai2.appinventor.mit.edu>
- https://en.wikipedia.org/wiki/Android_version_history
- <https://aws.amazon.com/mobile/mobile-application-development/> (Unit 1)
- https://en.wikipedia.org/wiki/Mobile_app_development

Learning Outcomes:

- ❖ To explain the basics of mobile application development
- ❖ Develop Android application with User interface, networking and animation.
- ❖ Use simulator tools to test and publish the application.

SEMESTER – VI

YEAR: III

SUBJECT NAME: IOT & ITS APPLICATIONS / Elective II

SUBJECT CODE:

Learning Objectives:

- ❖ To understand the concepts of Internet of Things and the application of IoT.
- ❖ To Determine the Market perspective of IoT.
- ❖ To Understand the vision of IoT from a global context

Syllabus:

UNIT - I

IoT & Web Technology, The Internet of Things Today, Time for Convergence, Towards the IoT Universe, Internet of Things Vision, IoT Strategic Research and Innovation Directions, IoT Applications, Future Internet Technologies, Infrastructure, Networks and Communication, Processes, Data Management, Security, Privacy & Trust, Device Level Energy Issues, IoT Related Standardization, Recommendations on Research Topics.

UNIT - II

M2M to IoT – A Basic Perspective– Introduction, Some Definitions, M2M Value Chains, IoT Value Chains, An emerging industrial structure for IoT, The international driven global value chain and global information monopolies. M2M to IoT-An Architectural Overview– Building an architecture, Main design principles and needed capabilities, An IoT architecture outline, standards considerations.

UNIT - III

IoT Architecture - State of the Art – Introduction, State of the art, Architecture. Reference Model - Introduction, Reference Model and architecture, IoT reference Model, IoT Reference Architecture- Introduction, Functional View, Information View, Deployment and Operational View, Other Relevant architectural views.

UNIT - IV

IoT Applications for Value Creations Introduction, IoT applications for industry: Future Factory Concepts, Brownfield IoT, Smart Objects, Smart Applications, Four

Aspects in your Business to Master IoT, Value Creation from Big Data and Serialization, IoT for Retailing Industry, IoT For Oil and Gas Industry, Opinions on IoT Application and Value for Industry, Home Management, eHealth.

UNIT - V

Internet of Things Privacy, Security and Governance Introduction, Overview of Governance, Privacy and Security Issues, Contribution from FP7 Projects, Security, Privacy and Trust in IoT-Data-Platforms for Smart Cities, First Steps Towards a Secure Platform, Smartie Approach. Data Aggregation for the IoT in Smart Cities, Security

TEXT BOOK:

1. Vijay Madisetti and ArshdeepBahga, “Internet of Things: (A Hands-on Approach)”, Universities Press (INDIA) Private Limited 2014, 1st Edition.

REFERENCE BOOK:

1. Michael Miller, “The Internet of Things: How Smart TVs, Smart Cars, Smart Homes, and Smart Cities Are Changing the World”, kindle version.
2. Francis da Costa, “Rethinking the Internet of Things: A Scalable Approach to Connecting Everything”, Apress Publications 2013, 1st Edition,.
3. WaltenegusDargie, ChristianPoellabauer, "Fundamentals of Wireless Sensor Networks: Theory and Practice"
4. CunoPfister, “Getting Started with the Internet of Things”, O’Reilly Media 2011.

WEB REFERENCES:

- <https://github.com/connectIOT/iottoolkit>
- <https://www.arduino.cc/>
- <http://www.zettajs.org/>

Learning Outcomes:

After learning the course, the student able to:

- ❖ Use of Devices, Gateways and Data Management in IoT.
- ❖ Design IoT applications in different domain and be able to analyze their performance
- ❖ Implement basic IoT applications on embedded platform

SEMESTER – VI

YEAR : III

Name of the Subject : MOBILE APPLICATION DEVELOPMENT LAB

Subject Code :

Learning Objectives:

- ❖ To give overall view of Mobile application development
- ❖ Develop and Publish Android applications using Graphical user interface
- ❖ Develop and Publish Android application which can use Location and network services

Syllabus:

Exercises

1. Develop an application that finds greatest among three numbers using GUI Components
2. Develop an application to display your personal details using GUI Components
3. Develop an application that uses the radio button
4. Develop an application that uses the image button
5. Develop an application that uses Alert Dialog Box
6. Develop an application that uses Layout Managers.
7. Develop an application that uses audio mode (NORMAL, SILENT, VIBRATE)
8. Develop an application that uses to send messages from one mobile to another mobile.
9. Develop an application that uses to send email

10. Develop an application for mobile calls.
11. Develop an application for Student Mark sheet processing
12. Develop an application for Login Page in Database.
13. Develop an application for Google map locator (optional)

WEB REFERENCES:

Develop the App online

- <https://flutter.dev/>
- <http://ai2.appinventor.mit.edu>

Learning Outcomes:

At the end of the course, the student should be able to:

- ❖ Use Emulator tools to design and develop applications

INTERNAL ASSESSMENT PROCEDURE

- ✓ All Language, Major, Allied , Elective, Value Education, EVS and Non Major Elective the assessment procedure is **25% of Internals** (conducted by College) and **75% of External** (University Examination).
- ✓ The assessment procedure for *Practicals* is **40% of Internals** (conducted by College) and **60% of External** (University Examination).
- ✓ Professional English & Soft Skills the assessment procedure is **50% of Internals** (conducted by College) and **50% of External** (University Examination).

CIA ASSESSMENT SPLIT UP (INTERNALS) :

Assessment Procedure	Rubrics (Parameter)	Marks
Assignment	Creativity, relevance to the topic	5
Seminar	Communication Skills, Way of Presentation	5
Internal Test	Students Performance in the written test	5
Model Exam	Students Performance in the written test	5
Attendance	Above 95% - 5; 84% to 94% - 4; 75% to 84 % - 3; 65% to 74% -2; less than 65%-1	5
Total		25



Dr.R.Anandha Lakshmi
Head of the Department



Dr. R.Shanthi
Principal

Anna Adarsh College for Women

BBA -Shift II

COURSE HANDOUT – (2022-2023)

FACULTY MEMBERS

- Dr.A.Gayathri
- Ms.Iswarya M R

BBA

SCHEME OF EXAMINATION

COURSE STRUCTURE:

SEMESTER I

COURSE COMPONENT	SUBJECTS	Int. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part I	Tamil/ other Language-I	6	3	25	75	100
Part II	BP2-ENG01: Communicative English-I	3	3	50	50	100
Part III	BBA-DSC01:Principles of Management	5	4	25	75	100
	BBA-DSC02:Financial Accounting	6	4	25	75	100
	BBA-DSA01: Managerial Economics	6	5	25	75	100
Part IV	Basic/Adv.Tamil/NME-I*	-	2	25	75	100
	BP4-ECAM01- English for Commerce and Management-I	4	4	50	50	100

SEMESTER II

COURSE COMPONENT	SUBJECTS	Int. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part I	Tamil/ other Language-II	6	3	25	75	100
Part II	BP2-ENG02: Communicative English-II	3	3	50	50	100
Part III	BBA-DSC03: Business Communication	5	4	25	75	100
	BBA-DSC04: Management Accounting	6	4	25	75	100
	BBA-DSA02: International Trade	6	5	25	75	100
Part IV	Basic/Adv. Tamil/NME-II*	-	2	25	75	100
	BP4-ECAM02- English for Commerce and Management-II	4	4	50	50	100

SEMESTER III

COURSE COMPONENT	SUBJECTS	Int. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part III	BBA-DSC05: Financial Management	6	4	25	75	100
	BBA-DSC06: Organizational Behavior	6	4	25	75	100
	BBA-DSC07: Computer Application in Business	5	4	25	75	100
	BBA-DSC08: Marketing Management	5	4	25	75	100
	BBA-DSA03: Business Statistics	5	4	25	75	100
Part IV	Soft Skills	2	3	50	50	100
	Environmental Studies	1	Exam 4th Semester			

SEMESTER IV

COURSE COMPONENT	SUBJECTS	Int. Hours	CREDIT	MAX MARKS		TOTAL
				INT	EXT	
Part III	BBA-DSC09: Human Resource Management	6	4	25	75	100
	BBA-DSC10: Business Regulatory Framework	5	4	25	75	100
	BBA-DSC11: Financial Services	5	4	25	75	100
	BBA-DSC12: Management Information System	5	4	25	75	100
	BBA-DSA04: Operation Research	6	5	25	75	100
Part IV	Environmental Studies	1	2	25	75	100
	Soft Skill – IV	2	3	50	50	100

LANGUAGE: HINDI

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

COURSE OBJECTIVES

I. The objective of the course is to sensitize the students –

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social, and moral values of modern Hindi Prose.
3. To familiarize Official correspondence, General letter correspondence, and technical words.
4. To motivate to demonstrate human value in different life situations

PART-I - (With effect from the Academic Year 2015-2016)

I YEAR – I SEMESTER

I . PROSE (Detailed Study) : HINDI GADHYA MALA
Ed. by Dr. Syed Rahamathulla

Poornima Prakashan, 4/7 Begum III Street Royapettah, Chennai – 14.

LESSONS PRESCRIBED :

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

BOOKS FOR

REFERENCE :

1. Karyalayeen Tippiyaniya : Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi :Dr. Syed Rahamathulla, Poornima Prakashan

UNITISED SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

LEARNING OUTCOME:

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

பொதுத்தமிழ் - முதலாமாண்டு – முதற்பருவம் (FIST SEMESTER)

நோக்கும் கற்றல் பயன்பாடும் (2020 - 2021)

Objective – Syllabus – Out come (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.

- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தல்.
- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.
- தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம்

அனாதையாகிவிட்டது, நிழல்கள்

4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடு போய்

4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி

5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு -5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்

2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு

3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள்,

விடுகதைகள் - வரலாறு

4. சிறுகதை, உரைநடை வரலாறு

5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)

2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித்தேர்வுகளை எதிர்கொள்ளுவதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (university of Madras)

❖ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை

பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course

Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated
postgraduate courses. (2020 - 2021 onwards.)

❖ நாற்காலிக்காரர் - நா.முத்துசாமி

❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை

❖ மொழிப்பயிற்சி

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

LANGUAGE: FRENCH

YEAR I: I SEMESTER

Foundation Course: Paper I-French I

Title of the Paper: Prescribed text and grammar-I

Objectives

In teaching French we aim to

-provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France

-enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

-discover another world , another people , another way of life .

-make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only). Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Outcome:

Learners are able

- to comprehend and express themselves well
- to have the interest to look into another world
- to improve communication skills
- to perform well in the final exams

Recommend text: Not applicable

Communicative English - I
Odd Semester

Course Objectives:

- To hone students' basic communication and prepare them for Career challenges.
- To train students on effective listening.
- Trained to better express themselves through the right choice of words for formal and informal writing and speaking.
- To nurture and develop efficient reading by introducing them to reading techniques.
- To break public speaking barriers and build confidence to face the audience/people.

SYLLABUS

Recommended Book: Communicative English by Tamil Nādu State Council for Higher Education (TANSCH)

Semester I

Unit I (20 hours)

1. Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation

2. Reading and Writing

a. Reading short articles – newspaper reports/fact-based articles

i. Skimming and scanning

ii. Diction and tone

iii. Identifying topic sentences

b. Reading aloud: Reading an article/report

c. Journal (Diary) Writing

3. Study Skills - 1

a. Using dictionaries, encyclopedias, thesaurus

4. Grammar in Context: Naming and Describing

- Nouns & Pronouns

- Adjectives

Unit II (20 hours)

1. Listening and Speaking

a. Listening with a Purpose

b. Effective Listening

c. Tonal Variation

d. Listening for Information

e. Asking for Information

f. Giving Information

2. Reading and Writing

1. a. Strategies of Reading:

Skimming and Scanning

b. Types of Reading:

Extensive and Intensive Reading

- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story

2. Paragraphs: Structure and Types

- a. What is a Paragraph?
- b. Paragraph structure
- c. Topic Sentence
- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and expressions
- g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search
 - b. Know the keyword
 - c. Refine your search
 - d. Guidelines for using the Resources
 - e. e-learning resources of Government of India
 - f. Terms to know
- ## 4. Grammar in Context

Involving Action-I

- a. Verbs
- b. Concord

Unit III (16 hours)

1. Listening and Speaking

- a. Giving and following instructions

- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

- Verbal's - Gerund, Participle, Infinitive
- Modals

Unit IV (16 hours)

1. Listening and Speaking

- a. Giving and responding to opinions

2. Reading and writing

- a. Note-taking
- b. Narrative writing – writing narrative essays of two to three paragraphs

3. Grammar in Context: Tense

- Present
- Past
- Future

Unit V (18 hours)

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information – interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

Learning outcome:

- Students show progress in their ability to focus and effectively interpret others' speech.
- Significant improvement in efficient reading- both in academic and pleasure reading.
- Trained to better express themselves in different scenarios of formal and informal writing and speaking.
- Exhibit improved oral and aural skills through in-class activities and assignments.

CORE-I: PRINCIPLES OF MANAGEMENT

LEARNING OBJECTIVES

- To make the students realise the basic process and functions of management
- To teach the students the importance of management in a Business.
- To educate the students on authority and responsibility and its difference in an organization.

UNIT I

Management: Importance – Definition – Nature and Scope of Management Process – Role and Functions of a Manager – Levels of Management – Development of Scientific Management and other Schools of thought and approaches.

UNIT II

Planning: Nature – Importance – Forms – Types – Steps in Planning – Objectives – Policies – Procedures and Methods – Natures and Types of Policies – Decision – making – Process of Decision – making – Types of Decision.

UNIT III

Organizing: Types of Organisations – Organisation Structure – Span of Control and Committees – Departmentalisation – Informal Organisation- Authority – Delegation – Decentralisation – Difference between Authority and Power – Responsibility.

UNIT IV

Recruitment – Sources, Selection, Training – Direction – Nature and Purpose.
Coordination – Need, Type and Techniques and requisites for excellent Co-ordination – Controlling – Meaning and Importance – Control Process.

UNIT V

Definition of Business ethics - Types of Ethical issues -Role and importance of Business Ethics and Values in Business - - Ethics internal - Ethics External - Environment Protection - Responsibilities of Business

OUTCOMES

- Upon completing the syllabus, the students will learn about the various elements of management
- The students will grasp the objectives of planning and the structure of an organization.
- The students will be able to learn how to use functions such as coordination and control effectively in a business environment

CORE-II: FINANCIAL ACCOUNTING

OBJECTIVES:

- To make the students understand the methods of preparing financial statements for various types of establishments.
- To train the students on the financial reporting standards and their application
- To Impart knowledge of single-entry systems and their methods.

UNIT I

Meaning and scope of Accounting, Basic Accounting Concepts and Conventions – Objectives of Accounting – Accounting Transactions – Double Entry Book Keeping – Journal, Ledger, Preparation of Trial Balance – Preparation of Cash Book.

UNIT II

Preparation of Final Accounts of a Sole Trading Concern – Adjustments Receipts and Payments Account, Income & Expenditure Account and Balance Sheet of Non-Trading Organizations

UNIT III

Partnership Accounts-Final accounts of partnership firms – Basic concepts of admission, retirement and death of a partner including treatment of goodwill - rearrangement of capitals. (Simple problems on Partnership Accounts).

UNIT IV

Depreciation – Meaning, Causes, Types – Straight Line Method – Written Down Value Method, Insurance Policy Method, Sinking Fund Method & Annuity Method. Insurance claims – Average Clause (Loss of stock & Loss of Profit)

UNIT V

Single Entry – Meaning, Features, Defects, Differences between Single Entry and Double Entry System – Statement of Affairs Method – Conversion Method

OUTCOMES:

- The students will know how to prepare financial statements of different types of establishments.
- The students will know how to apply various depreciation methods and insurance claims
- The students will understand how to rectify entries and reconcile bank transactions

ALLIED I : MANAGERIAL ECONOMICS

LEARNING OBJECTIVES

1. To facilitate the student's understanding of the term and definition of Economics.
2. To know the basic concepts in Economics such as demand, supply, efficiency, cost, and Market structure.
3. To make the students understand consumer behavior with the help of utility theories.
4. To enable the students to be familiar with the concepts of the production function.
5. To equip the students with the knowledge of pricing strategies in various markets

SYLLABUS

UNIT I

Nature and scope of managerial economics – definition of economics – important concepts of economics – relationship between micro, macro, and managerialeconomics – nature and scope – objectives of firm

UNIT II

Demand analysis – Theory of consumer behavior – Marginal utility analysis – indifference curve analysis - Meaning of demand – Law of demand – Types of demand – Determinants of demand – Elasticity of demand – Demand forecasting

UNIT III

Production and cost analysis – Production – Factors of production – production function –Concept – Law of variable proportion – Law of return to scale and economics of scale – cost analysis – Different cost concepts – Cost output relationship – Short run and long run –Revenue curves of firms – Supply analysis

UNIT IV

Pricing methods and strategies – Objectives – Factors – General consideration of pricing – methods of pricing – Dual pricing – Price discrimination

UNIT IV

Market classification – Perfect competition – Monopoly – Monopolistic competition – Duopoly – Oligopoly

LEARNING OUTCOMES

1. The students will understand the term Economics and definitions of Economics.
2. The students will be aware of the basic concepts in Economics and familiarized with the phases of Business Cycle theory.
3. The students will gain knowledge about the theories of consumer behavior.
4. The students will be aware of the concepts of the production function.
5. The students will learn the pricing methods of various Markets

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

அடிப்படைத்தமிழ் - பகுதி 4 - முதலாமாண்டு -முதற்பருவம்

BASIC TAMIL – PART IV – FIRST YEAR – I SEMESTER

நோக்கும் கற்றல் பயன்பாடும் (2020 – 2021)

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

தமிழ் மொழியின் எழுத்துக்களை எழுதவும் படிக்கவும் பயிற்சி அளிக்கப்படுகிறது. தமிழ் மொழியின் சொல் வகை, தொடரமைப்பு, தமிழில் எண்ணுப்பெயர்கள், உடல் உறுப்புகள், அன்றாட வாழ்விற்குத் தேவையான பொருள்களை அறிந்துகொள்ள வைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம் - முதல் பருவம் (SYLLABUS)

அலகு - 1 - எழுத்துகள்

1. உயிர் எழுத்து, ஆய்த எழுத்து, 2. மெய் எழுத்து, 3. உயிர் மெய் எழுத்து

அலகு - 2 - சொற்கள்

1. பெயர்ச்சொல், 2. வினை சொல், 3. இடை சொல், 4. உரிச் சொல்

அலகு - 3 - தொடரமைப்பு

1. எழுவாய், 2. பயனிலை, 3. செயப்படுப் பொருள்

அலகு - 4 - பிழை நீக்கம்

1. ஒற்றுப் பிழை, 2. எழுத்துப் பிழை, 3. தொடர்ப்பிழை,

அலகு - 5

எண்கள், உறவுப் பெயர்கள், வாழ் இடங்களும், பொருள்களும்

அலகு - 6

அறிமுகம் - 1. விழாக்கள், 2. இயற்கை, 3. உணவு முறைகள்-சுவை-

காய்கள் - பழங்கள் போன்றன.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

- இந்தப் பாடத்தினால் வேற்றுப்புல மாணவர்கள் தமிழகத்தில் பாமர மக்களிடமும் தமிழில் பேச முடியும்.
- தமிழ் மொழியிலுள்ள சிறு சிறு படைப்புகளைப் பார்த்து இலக்கிய இன்பம் பெறமுடியும்.
- தமிழகத்திலுள்ள சுற்றுலாத்தலங்களுக்கு வழிகாட்டி இன்றிப் போய் வருதல்.

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

முதலாமாண்டு - முதல்பருவம் - சிறப்புத்தமிழ் - பகுதி IV

FIRST YEAR – FIRST SEMESTER – ADVANCED TAMIL – PART IV

நோக்கும் கற்றல் பயன்பாடும் 2020 - 2021

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் ஒரு சில வகுப்புகளில் தமிழைப் படித்து தமிழ் மொழியை முழுமையாக அறிந்து கொள்ளாத கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழ் இலக்கிய இன்பத்தை உணரும் நோக்கிலும் இலக்கிய வளத்தை உணரும் நோக்கிலும் பாடத்திட்டம் உள்ளது.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு -1 - நாட்டுப் புறப்பாடல்

1. பஞ்சம். 2. மானம் விடிவதெப்போ?

அலகு -2 - புனை கதை

- 1."கட்டை விரல்"-சி.என்.அண்ணாதுரை

அலகு -3 - புதுக்கவிதை

1. ஆடிக்காற்றே -சிற்பி,
2. கடமையைச் செய்-மீரா,
3. இழந்தவர்கள்-அப்துல் ரகுமான்

அலகு - 4 - மொழித்திறன்

1. கலைச்சொல்லாக்கம்,
2. பொருந்திய சொல் தருதல்,
3. பிழை நீக்கி எழுதுதல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

- தமிழ் மொழியின் இலக்கிய இன்பத்தை உணர முடிகின்றது.
- சொல் வளம் பெற்று புது கலைச்சொல் படைக்க உதவுகின்றது.

பாட நூல்

- தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் சிறப்புத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் என்று தனியாக இல்லை.

Reference book

- தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

HTML
BCE-NME1C
I YEAR / I SEM

OBJECTIVE:

This course introduces to the tags used in HTML.

OUTCOMES:

- To use Knowledge of HTML and the basic tools that every Web page coder needs to know.
- To implement modern Web pages with HTML

UNIT I:

Introduction: Web Basics: What is Internet – Web browsers – What is Web page – HTML Basics: Understanding tags.

UNIT II:

Tags for Document structure (HTML, Head, Body Tag). Block level text elements: Headings paragraph(<p> tag) – Font style elements: (bold, italic, font, small, strong, strike, big tags)

UNIT III:

Lists: Types of lists: Ordered, Unordered – Nesting Lists – Other tags: Marquee, HR, BR- Using Images – Creating Hyperlinks.

UNIT IV:

Tables: Creating basic Table, Table elements, Caption – Table and cell alignment – Rowspan, Colspan – Cell padding.

UNIT V:

Frames: Frameset – Targeted Links – No frame – Forms: Input, Text area, Select, Option.

RECOMMENDED TEXTS:

1. Laura Lemay, "HTML Complete Reference, Teach Yourself Web Publishing with HTML".

REFERENCE BOOKS:

1. E Stephen Mack, Janan Platt , "HTML".

WEB REFERENCE:

Ø NPTEL & MOOC courses titled HTML.

Ø <https://www.codecademy.com/learn/learn-html>

PROFESSIONAL ENGLISH FOR COMMERCE & MANAGEMENT SEMESTER - I •

INTRODUCTION

In view of increasing demand to learn English as a tool for academic and global communication, and the persistent emphasis on training learners to acquire the essential language skills for the industry, the syllabus for Professional English for Commerce and Management has been designed to address competency in core subjects.

• COURSE OBJECTIVE

The language course will help learners to,

- Improve the language proficiency of the ESL learners by emphasising LSRW (Listening, Speaking, Reading and Writing) skills.
- Equip learners to comprehend subject specific text through ESP (English for Specific Purpose)
- To focus on sharpening learners' critical and problem-solving skills and to make them culturally aware of the target situation beyond classroom learning.

SYLLABUS Recommended Book: Professional English for Commerce and Management-I by Tamil Nadu State Council for Higher Education (TANSCH)

UNIT 1: COMMUNICATION (10 hours) Listening:

Listening to audio text and answering questions - Listening to Instructions
Speaking: Pair work and small group work. Reading: Comprehension passages – Differentiate between facts and opinion Writing: Developing a story with pictures. Vocabulary: Register specific - Incorporated into the LSRW tasks UNIT

2: DESCRIPTION (10 hours) Listening: Listening to process description.- Drawing a flow chart. Speaking: Role play (formal context) Reading: Skimming/Scanning- Reading passages on products, equipment and gadgets. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing. Vocabulary: Register specific -Incorporated

into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES Listening: Listening to interviews of specialists / Inventors in fields (Subject specific) Speaking: Brainstorming.(Mind mapping). Small group discussions (Subject- Specific) Reading: Longer Reading text. Writing: Essay Writing (250 words) Vocabulary:Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS (10 hours) Listening: Listening to lectures. Speaking: Short talks. Reading: Reading Comprehension passages Writing: Writing Recommendations, Interpreting Visual Inputs Vocabulary: Register specific -Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS Listening: Listening comprehension- Listening for information. Speaking: Making presentations (with PPT- practice). 4 Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills) Writing: Problem and Solution essay– Creative writing – Summary writing Vocabulary:Register specific - Incorporated into the LSRW tasks •

LEARNING OUTCOME

Upon completion of the programme, the ESL learner will be able to,

- Use the English language for speaking with confidence and effectiveness.
- Understand the significance of writing techniques for both academics and industry.
- Comprehend the role of reading and listening skills to improve one's Language and communication skills.

SEMESTER II
Language: HINDI

I. COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I YEAR – II SEMESTER

PAPER – II – ONE-ACT PLAY, SHORT STORY & TRANSLATION

I . ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,, New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA MANJARIE Edited by:
Dr. Chitti. Annapurn

LESSONS PRESCRIBED :

1. Mukthidhan
2. Mithayeewala

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),
T. Nagar, Chennai – 600 017.

3. Seb aur Dev

4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi) BOOKS FOR REFERENCE :

1. Prayojan Moolak Hindi : Dr. Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14.

2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha
T. Nagar, Chennai -17.

UNITISED SYLLABUS

UNIT – I

1. Auranzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen

3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

II. LEARNING OUTCOME:

1. Understand the role of Hindi short stories and Act Play in the development of society.
2. Knowledge about the importance of cultural, social, and moral responsibility of human beings.
3. Inculcating the habit of book reading to gain knowledge of vocabulary.
4. Understanding the importance of art of translation.

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம் (second semester)

நோக்கும் கற்றல் பயன்பாடும் (2020 – 2021)

Objective – Syllabus – Out come (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல்.
- பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.
- பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல்.

இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

பாடத்திட்டம்

(SYLLABUS)

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88

2. குறுந்தொகை - 46, 88, 89

3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)

2. ஐங்குறுநூறு - கிள்ளைப்பத்து

3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் -
வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192

2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்)
[பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

- பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல்.
- பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
- மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது.
- போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப் பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட

மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated
postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

LANGUAGE: FRENCH

Foundation Course: Paper II-French II

Title of the Paper: Prescribed text and grammar-II

Objectives

In teaching French, we aim to

-provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France

-enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

-discover another world , another people , another way of life .

-make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome:

Learners are able

- to comprehend and express themselves well
- to have the interest to look into another world
- to improve communication skills
- to perform well in the University Exams.

Recommend text - Not applicable

Communicative English

- II

Even Semester

Course Objectives:

- To train students on functional English including language proficiency- Grammar & Vocabulary building.
- To equip them with essential career/job oriented skills - Presentation (PPT techniques), formal communication (email, report writing, etc)
- To teach them formal meeting etiquettes: both face-face and virtual mode.
- To prep students to face interviews.
- Encourage and guide students on opinion writing, reviews and feature writing.

Recommended Book:

Communicative English - Semester II - E book by Tamil Nadu State Council For Higher Education (TANSCHÉ)

SYLLABUS

Semester II

Unit I (18 hours)

1. Listening and Speaking

- a. Listening and responding to complaints (formal situation)**
- b. Listening to problems and offering solutions (informal)**

2. Reading and writing

- a. Reading aloud (brief motivational anecdotes)**
- b. Writing a paragraph on a proverbial expression/motivational idea.**

3. Word Power/Vocabulary

- a. Synonyms & Antonyms**

4. Grammar in Context

- **Adverbs**
- **Prepositions**

Unit II (20 hours)

1. Listening and Speaking

- a. Listening to famous speeches and poems**
- b. Making short speeches- Formal: welcome speech and vote of thanks. Informal occasions- Farewell party, graduation speech**

2. Reading and Writing

- a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)**
- b. Reading poetry**
 - b.i. Reading aloud: (Intonation and Voice Modulation)**
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.**

3. Word Power

- a. Idioms & Phrases**

4. Grammar in Context

Conjunctions and

Interjection

Unit III (18 hours)

1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations

2. Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit IV (16 hours)

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

a. Reading visual texts – advertisements

b. Preparing first drafts of short assignments

3. Word Power

a. Denotation and Connotation

4. Grammar in Context: Sentence Types

Unit V (18 hours)

1. Listening and Speaking

a. Informal interview for feature writing

b. Listening and responding to questions at a formal interview

2. Reading and Writing

a. Writing letters of application

b. Readers' Theatre (Script Reading)

c. Dramatizing everyday

situations/social issues through skits.

(writing scripts and performing)

3. Word Power

a. Collocation

4. Grammar in Context: Working With Clauses

Learning outcome:

- **Students show progress in language proficiency.**
- **Better equipped with necessary job skills.**
- **Show confidence to face job interviews.**
- **Encouraged to voice their thoughts, students began to express themselves through blog writing, articles contribution, online reviewing products and films.**
- **Show a better understanding of nuances in formal communication and etiquettes.**

CORE III BUSINESS COMMUNICATION

LEARNING OBJECTIVES:

- To familiarize the students on the concept of Communication.
- To make the students learn the most effective technique of communication
- To make the students aware of the various forms of communication.

UNIT I

Definition – Methods – Types – Principles of effective Communication – Barriers to Communication – Business Letter – Layout.

UNIT II

Kinds of Business Letters: Interview – Appointment – Acknowledgement – Promotion – Enquiries – Replies – Orders – Sales – Circular – Complaints.

UNIT III

Bank Correspondence – Insurance Correspondence – Agency Correspondence – Correspondence with Shareholders, Directors.

UNIT IV

Reports Writing – Agenda, Minutes of Meeting – Memorandum – Office Order – Circular – Notes.

UNIT V

Modern Forms of Communication: Fax – Email – Video Conferencing – Internet – Websites and their use in Business.

LEARNING OUTCOMES:

- Students will know the different kinds of business letters and its application.
- The students will get to learn how to write letters of correspondence to various establishments.
- The students will understand the methods to maintain reports and the minutes of a meeting.

CORE IV MANAGEMENT ACCOUNTING

LEARNING OBJECTIVES:

- To make the students gain knowledge on the techniques of Management Principles.
- To enable the students to be able to obtain practical skills in tackling management problems.
- To make the students understand ratio analysis and its application.

Syllabus

UNIT I:

Introduction-Management Accounting - Meaning- Scope- Importance- Limitations - Management Accounting Vs Cost Accounting – Management Accounting Vs Financial Accounting.

UNIT II:

Financial Statement Analysis-Analysis and Interpretation of Financial Statements – Nature and Significance – Types of Financial Analysis – Tools of Analysis – Comparative Statements – Common size Statement – Trend Analysis.

UNIT III:

Ratio Analysis Meaning – Advantages – Limitations – Types of Ratios – Liquidity Ratios – Profitability Ratios Turnover Ratios – Capital Structure Ratios – Leverage Ratios – Calculation of Ratios.

UNIT IV:

Fund Flow Analysis & Cash Flow Analysis - Introduction, Meaning of Funds Flow Statement-Ascertainment the of flow of funds- Technique of preparing funds flow statement- Schedule of Changes in Working Capital- Adjusted Profit and Loss account-Funds Flow Statement-Meaning of Cash Flow Statements – Advantages – Limitations – Preparation of Cash Flow Statement – Types of

Cash flows - Operating, Financing and Investing Cash flows.

UNITV:

Budgetary Control & Marginal Costing-Budgetary Control – Meaning – Preparation of various Budgets – Cash Budget - Flexible Budget– Production Budget – Sales Budget. Capital Expenditure Control - Application of Marginal Costing in Decision Making – Make or Buy –Shut down or Continue – Exploring New Markets.

LEARNING OUTCOMES:

- The students will understand the main goal of management accounting like financial statement analysis and budgetary control.
- The student will know how to Develop and apply to budget for planning and controlling purposes.
- The students will learn how to prepare cash and fund flow analysis.

ALLIED II: INTERNATIONAL TRADE

LEARNING OBJECTIVES:

- To make the students aware of International Economics
- To impart knowledge Of Export Import.
- To learn about International Economic Organizations and their workings.

UNIT I

International Trade – Importance of International Trade, Theories of Foreign Trade: - Theories of Adam Smith, Ricardo, Haberler's Heckscher -Ohlin

UNIT II

Balance of Trade, Balance of Payment – Concepts – Causes of Disequilibrium, Methods to Correct Disequilibrium – Fixed and Floating Exchange Rates – Euro – Dollar Marketing (An Over View)

UNIT III

Export Management – Export Procedure and Documents – Export Finance – Export Promotion – Export Pricing

UNIT IV

International Economic Organizations and its Functions IMF, IDA, IFA, IBRD, ADB, UNCTAD, UNIDO

UNIT V

WTO and Trade Liberalization – Liberalization of Trade in Manufacturing and in Agricultural Trade – TRIPS, TRIMS – Indian Patent Law

LEARNING OUTCOMES:

- The students will be able to understand the need to learn international economics
- The students will learn the mechanisms of Balance of Trade, Balance of Payment,

Export Management, and Export Pricing

- The students will come to know about the significance of WTO and Trade Liberalization

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

அடிப்படைத் தமிழ் - பகுதி 4 - முதலாமாண்டு – இரண்டாம் பருவம்

BASIC TAMIL – PART IV – FIRST YEAR – SECOND SEMESTER

நோக்கும் கற்றல் பயன்பாடும்

பாடத்திட்டத்தின் நோக்கம் (Objective)

தமிழ்மொழியைப் பேசவும் எழுதவும் படிக்கவும் தெரியாத மாணவர்கள் அடிப்படைத்தமிழ் பாடம் படித்துப் பயன்பெறும் நோக்கில் பாடத்திட்டம் அமைகிறது. அண்டை மாநிலங்களிலிருந்தும் பிற நாடுகளிலிருந்தும் இளங்கலை, இளம் அறிவியல் பட்டம் பெறும் மாணவர்கள் தமிழ் நாட்டின் மாநில மொழியைப் பேசவும் எழுதவும் துணைபுரியும் வகையில் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.

இம்மாணவர்கள் இரண்டாம் பருவத்தில் தமிழ் மொழியிலுள்ள சிறு சிறு இலக்கியப்பகுதிகளைப் படிப்பர். சிறு கதைகள், சுற்றுலாத்தலங்கள், தமிழ் இலக்கியங்களின் வரலாறு ஆகியவற்றைப் புரிந்துகொள்ளும் நோக்கில் பாடத்திட்டம் அமைகிறது.

பாடத்திட்டம் (SYLLABUS)

அலகு -1.

நீதி நூல்கள்

1. ஆத்திச் சூடி(1-12),
2. கொன்றை வேந்தன்(1-8),
3. திருக்குறள்(5)
 1. அகர முதல.... (1),
 2. செயற்கரிய (26),
 3. மனத்துக்கண் (34),
 4. கற்க கசடறக்..... (391),
 5. எப்பொருள் (423).

அலகு - 2.

நீதிக் கதைகள் - பீர்பால் கதை, 2. பரமார்த்த குரு கதை

அலகு - 3.

அ. தமிழ் இலக்கிய வரலாறு - இலக்கியங்கள் புலவர்கள்

ஆ. தமிழக வரலாறு - வரலாற்றுச் சின்னங்கள்- சுற்றுலாத்தலங்கள்-

அலுவலகப் பெயர்கள்

இ. பழமொழிகள்.

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

- தமிழ் இலக்கியத்தின் சிறப்பினையும் தமிழ் மொழியின் சிறப்பினையும் மொழிவளத்தையும் அறிந்து கொள்ள உதவுகிறது.
- தமிழக மக்களின் பண்பாட்டுக்கூறுகளை உணர்ந்து கொள்ள உதவுகின்றது.

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் என்று தனியாக இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

அண்ணா ஆதர்ஷ் மகளிர் கல்லூரி, சென்னை

தமிழ்த்துறை

சென்னைப் பல்கலைக்கழகப் பாடத்திட்டம்

முதலாமாண்டு - இரண்டாம் பருவம் - சிறப்புத் தமிழ் - பகுதி IV

FIRST YEAR – SECOND SEMESTER – ADVANCED TAMIL – PART IV

நோக்கும் கற்றல் பயன்பாடும்

பாடத்திட்டத்தின் நோக்கம் (Objective)

இப்பாடத்திட்டம் பள்ளிகளில் சில வகுப்புகள் வரையில் மட்டுமே தமிழைப் படித்துக் கல்லூரிகளில் பிற மொழி கற்பவர்களுக்காக வடிவமைக்கப்படுகிறது. இங்கு பழந்தமிழ்ச் செய்யுள்கள் முதல் தற்கால புதுக்கவிதைகள் வரை உள்ள ஒருசில பகுதிகள் அமைந்துள்ளன. தமிழ் இலக்கியப்பகுதியும், தமிழிலக்கிய வரலாற்றுப்பகுதியும், மொழிப்பயிற்சியும் பாடமாக அமைகிறது. தமிழிலக்கியங்களின் கால வளர்ச்சியையும், காலங்கள் மாறினாலும் தமிழின் சிறப்புகள் குறையாமல் இருப்பதையும் சுட்டிக் காட்டுவதே இதன் நோக்கம் ஆகும்.

பாடத்திட்டம் (SYLLABUS)

பாடப்பகுப்பு

- I.இலக்கியம்
- II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III.மொழிப் பயிற்சி

அலகு - 1 - கட்டுரை

1. பெண்ணின் பெருமை-திரு.வி.க

அலகு - 2 - செய்யுள்

1. புறநானூறு -

அ. கெடுகசிந்தை-ஓக்கூர் மாசாத்தியார்,

ஆ. ஈன்று புறந்தருதல் - பொன்முடியார்,

இ. யாதும் ஊரே - கனியன்பூங்குன்றனார்

2. திருக்குறள் - வான் சிறப்பு முழுமையும்

3. சிலப்பதிகாரம் - மங்கல வாழ்த்துப் பாடல்

4. திருவாசகம் - வேண்டத்தக்கது

5. திருவாய்மொழி - உயர்வற

6. இரட்சண்ய யாத்ரிகம் (சிலுவைப்பாடு)-பாடல்எண்-1,3,4

7. சீறாப்புராணம் - வானவர்க்கும்

8. பாரதியார்- நல்லதோர்வீணை

அலகு -3

இலக்கிய வரலாறு - பாடம் தழுவிய இலக்கிய வரலாறு

அலகு -4

மொழிபெயர்ப்பு - ஆங்கிலப் பகுதியைத் தமிழாக்கம் செய்தல்

பாடத்திட்டத்தின் பயன்கள் (Subject Outcome)

தமிழ் மொழி, தமிழ் இலக்கியத்தின் தொன்மையை அறிதல். தமிழ் மக்களின் பண்பாட்டைக் கால வாரியாக உணர்ந்து கொள்ளுதல். மொழிபெயர்ப்புத் துறையிலும் செயலாற்ற முடியும்.

பாட நூல்

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் அடிப்படைத் தமிழுக்குப் பாடத்திட்டங்கள் மட்டுமே வரையறுத்துள்ளது. அதை நூலாக வெளியிடவில்லை. எனவே, பாடநூல் என்று தனியாக இல்லை.

Reference book

தமிழ் - பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

HTML
BCE-NME2C
I YEAR / II SEM

OBJECTIVE:

- This course introduces to the programming in HTML

OUTCOME:

- To implement modern Web pages with HTML

LIST OF EXERCISES:

1. Write a script to create an array of 10 elements and display its contents.
2. Create a simple calculator using form fields. Have two fields for number entry and one field for the result. Allow the user to be able to use plus, minus, multiply and divide.
3. Create a document and add a link to it. When the user moves the mouse over the link, it should load the linked document on its own. (user is not required to click on the link)
4. Create a document which opens a new window without a toolbar, address bar or a status bar that unloads itself after one minute.
5. Design an HTML page that includes document structure tags, title, line break, multiple headings and link to e-mail address.
6. Create an HTML file which is the main page with an image and some text messages along with hyperlinks which is linked to various pages. The navigation should be such that the links take you to the appropriate page and then back to the main page.
7. Create a HTML page to demonstrate the usage of Frames. Choose the content of the page on your own.
8. Design an application for pay slip through HTML forms.

PROFESSIONAL ENGLISH FOR COMMERCE AND MANAGEMENT I YEAR/II SEM

INTRODUCTION

The Professional English course for Commerce and Management is committed to develop the professional standards of communication in learners across various disciplines. The aim of this course is to create critical thinkers making them aware of the social and cultural changes taking place around them and to completely equip them to face industrial challenges.

COURSE OBJECTIVE

The language course will help learners to,

Attain and enhance competence in the LSRW (Listening, Speaking, Reading and Writing) skills and use them effectively in the communicative contexts such as writing assignments and class activities.

Develop vocabulary and grammatical forms in the English language.

Improve writing skill by getting exposed to the latest technology in writing style such as Blogs.

SYLLABUS

Recommended Book: Professional English for Commerce and Management-II by Tamil Nadu State Council for Higher Education (TANSCH)

UNIT 1: COMMUNICATIVE COMPETENCIES (10 hours)

Listening: Listening to audio text and answering questions

Speaking: Group work.

Reading: Answer the following questions based on the reading Comprehension

Writing: Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: Persuasive Communication (10 hours)

Listening: Listening to audio clip on persuasive communication and answer the questions given.

Speaking: Role play (formal context)

Reading: Skimming/Scanning

Writing: Process Description

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: Digital Competence(10 hours)

Listening: Active Listening

Speaking: Interviews.

Reading: Reading article on Digital Competence

Writing: creating a vlog , website Vocabulary: Register specific -Incorporated into the LSRW tasks

Unit – 4 :Creativity and Imagination

- ☐ Creative Thinking in Communication
- ☐ Creative Thinking in Decision Making
- ☐ Creative Thinking in Developing Leadership Skills

UNIT - 5 WORKPLACE COMMUNICATION – AN OVERVIEW

- ☐ The methods of Communication
- ☐ SPEAKING SKILLS
- ☐ READING AND WRITING SKILLS

LEARNING OUTCOME

Upon completion of the course, the ESL learner will be able to,

- revamp their reading skill by exploring various genres of discipline.
- write a research paper on their respective subject by implementing intensive and extensive reading techniques.
- do a presentation in class enhancing their public speaking abilities integrating the subject knowledge along with the acquired presentation skills