

**STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600086**

**Undergraduate Programmes**

**SOCIAL AWARENESS**

(Effective from the academic year 2019 – 2020)

Guidelines for the conduct of the course

**COURSE DESCRIPTION**

The Social Awareness course (SA) of the College enables students to understand and react appropriately to both the problems and needs of society and the interpersonal struggles of the members of the communities around them. It trains and sensitises them to become aware of their environment, the different social contexts in which they interact, as well as interpret the emotions of people with whom they communicate. Students will improve their skills in connecting with others verbally and non-verbally, acquire higher levels of emotional intelligence, the ability to empathise with others and understand the roles they play in society.

**OBJECTIVES OF THE COURSE**

- To enable students to respect and appreciate cultural diversity
- To foster and nurture the ability to empathise with others and individual selves
- To facilitate the acquisition of the attitudes, skills, and knowledge to function in different environments and among different communities
- To enable them to communicate effectively and appropriately in different social contexts

**COURSE LEARNING OUTCOMES**

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

- Understand diverse culture and social norms
- Respond in appropriate ways to the problems and interpersonal struggles of members of different communities
- Empathise with issues and problems faced by people and groups from diverse backgrounds and cultures
- Identify resources to meet with the challenges of diversity and difference
- Understand social justice issues
- Evaluate impact of their interactions and work with communities

### **Service orientation Guidelines:**

- Students are expected to earn 2credits for SAP
- Departments may choose any one of the given course topics
- Classroom sessions to be activity-based wherever possible
- Visits to communities is a course requirement
- Students are expected to engage and interact with the community, reflect on their experiences and make notes in their journals
- Class room sessions and Field Visits to relevant communities form the major components of the course. The faculty facilitator is expected to arrange for the visits to the community with the help of the SAP Coordinator. They may choose to go either in the morning or afternoon. If in the morning (Aided Sections) they may choose a day on which there are no common class hours (Language, English, GE) and exchange hours with the major subjects teachers. The same protocol holds for Shift II. They may choose a day on which there are no common class hours in the afternoon (Language, English, GE) and exchange hours from the major subject teachers.
- Faculty facilitators are expected to prepare the students for field visit to the community with specific background information.
- Activities to be completed three weeks before the end of the semester.
- Faculty to submit a report on the entire programme to the SAP coordinator and a copy to be retained with the department. (Please include photographs (geotagged), letters, videos, the impact assessment report {community and student} self –reflection journals (two/three samples) and any other additional material that would support the report)

They may request the SA Coordinator for resource persons for inputs on specific areas.

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI 600 086**

**Social Awareness / Service Learning**

**COURSES OF STUDY**

**(Effective from the academic year 2019-2020)**

**CHOICE BASED CREDIT SYSTEM**

C-Credit, L-Lecture Hours, T-Tutorial Hours, P- Practical Hours, Ex-Exam Hours, CA- Continous Assessment Marks, ES-End Semester Marks, M-Maximum Marks									
Subject Code	Title of Course	C	L	T	P	Ex	CA	ES	M
<b>Social Awareness Courses</b>									
19__/SA/RD52	Rights of Differently Abled	2	2	0	0	-	50	-	100
19__/SA/CR52	Child Rights	2	2	0	0	-	50	-	100
19__/SA/CA52	Civic Awareness	2	2	0	0	-	50	-	100
19__/SA/HW52	Health and Wellbeing	2	2	0	0	-	50	-	100
19__/SA/MH52	Mental Health	2	2	0	0	-	50	-	100
19__/SA/RR52	Rural Realities	2	2	0	0	-	50	-	100
19__/SA/SE52	Social and Economic Issues	2	2	0	0	-	50	-	100
19__/SA/UR52	Urban Realities	2	2	0	0	-	50	-	100
19__/SA/SZ52	Care of Senior Citizens	2	2	0	0	-	50	-	100
<b>Service Learning Courses</b>									
19HS/SL/HA52	Heritage Awareness	2	2	0	0	-	50	-	100
19FA/SL/AC52	Art for Children	2	2	0	0	-	50	-	100
19CH/SL/PA52	Pollutants and Adulterants	2	2	0	0	-	50	-	100
19BT/SL/PP52	Plants and People	2	2	0	0	-	50	-	100
19ZL/SL/HH52	Health and Hygiene	2	2	0	0	-	50	-	100
19ZL/SL/DC52	Faunal Diversity and Conservation	2	2	0	0	-	50	-	100
19CS/SL/CB52	Computer Basics	2	2	0	0	-	50	-	100

\_\_ refers department. Ex. 19HS/SA/RD52

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**Course on Social Awareness Offered to students of  
B.A. / B.V.A. / B.Sc. / B.Com. / B.B.A. / B.C.A. Degree Programmes**

**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**RIGHTS OF THE DIFFERENTLY ABLED**

**CODE: 19\_\_ /SA/RD52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students to gain knowledge about different types of disabilities
- To help them develop an attitude of respect and dignity towards persons with disabilities
- To introduce them to key ideas in the Rights of Persons with Disabilities Act 2016

**COURSE LEARNING OUTCOMES**

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

- Understand the various kinds of disabilities
- Demonstrate knowledge about various rehabilitation measures for persons with disabilities
- Work with persons living with disabilities
- Describe key ideas in the Rights of Persons with Disabilities Act 2016

**Unit 1**

**Introduction**

**(7 hours)**

- 1.1 Concept of disability and impairment –WHO definition, causes and magnitude of various disabilities, their impact on persons with disability and their families
- 1.2 Types of disability – physical, sensory, intellectual, multiple disabilities, learning disabilities, developmental disabilities, psychosocial disability process of rehabilitation
- 1.3 Early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community

**Unit 2**

**Legal Provisions for the Disabled and Rehabilitation for the Disabled (7 hours)**

- 2.1 Persons with Disability Act, 2016
- 2.2 Role of Government and Non-Government Institutions working for the differently-abled
- 2.3 Needs and problems of persons with disability and their families
- 2.4 Role of Community Based Rehabilitation (CBR) for the differently-abled

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Government and Non-Government Institutions and schools for the disabled

## **BOOKS FOR REFERENCE**

Clark Joan Simeon. Disabled citizens London: George Allen & Unwin, 1970.

Gajendragadkar S.N. Disabled in India USA: California U P, 1983.

Narasimhan M.C. Disability a Continuing Challenge's: Michigan U P, 1989

## **PATTERN OF ASSESSMENT**

### **No End Semester Examination**

#### **Evaluation**

Reports of visits / Class Presentations / Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**Course on Social Awareness Offered to Students of  
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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**CHILD RIGHTS**

**CODE: 19\_\_ /SA/CR52**

**CREDITS: 2  
TOTAL HOURS:26**

**OBJECTIVES OF THE COURSE**

- To understand the scope and implications of children's rights nationally and internationally
- To understand social issues related to children and the institutions working for children
- To identify the different interventions and actors involved in child protection

**COURSE LEARNING OUTCOMES**

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

- Analyse the impact of violence, exploitation and abuse on children's physical and emotional development
- Identify critical issues concerning children's rights
- Identify strategies and programmes for the implementation of children's rights

**Unit 1**

**Introduction**

**(7 hours)**

- 1.1 Defining the concept of child and categories of children
  - 1.1.2 Street Children; Destitute Children; Abandoned Children; Orphan; Sexually Abused, Children; Refugee Child, Migrant Children, Tribal Children, Children living with HIV / AIDS, Children in Conflict with the Law
- 1.2 Causes and consequences of violence against children
  - 1.2.1 Child Labour
  - 1.2.2 Child Prostitution
  - 1.2.3 Child Abuse
- 1.3 Child Rights: The legal foundation of children's protection and human rights

**Unit 2**

**Interventions and Legal Provisions**

**(7 hours)**

- 2.1 Interventions
  - 2.1.1 Social interventions
  - 2.1.2 Community-based interventions (Child Line)
  - 2.1.3 Institutional Intervention:, NGOs and INGOs working for Children– CRY, ActionAid, UNICEF, UNDP
  - 2.1.4 Awareness and advocacy on Services for children.

- 2.2 Legal Provisions
  - 2.2.1 Child Labor (Prohibition and Regulation) Act, 1986
  - 2.2.2 The Juvenile Justice (Care and Protection of Children) Act, 2015
  - 2.2.3 The Prohibition of Child Marriage Act, 2006
  - 2.2.4 The Right of Children to Free and Compulsory Education, Act, 2009
  - 2.2.5 The Protection of Children from Sexual Offences Act, 2012 (POCSO)
  - 2.2.6 Convention on the Rights of Children (UNCRC)

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Government and Non-Government Institutions/community/schools.

**BOOKS FOR REFERENCE**

Bajpai, Asha. Child Rights in India: Law, Policy and Practice. India: Oxford, 2006.

Brotherton Graham Cronin Mark. Working with Vulnerable Children, Young People and Families. UK:Routledge,2013

Sarada,D. Rajini. N. Child Rights and Young Lives: Theoretical Issues & Empirical Studies. India: Discovery, 2009

**PATTERN OF ASSESSMENT**

**No End Semester Examination**

**Evaluation**

Reports of visits / Class Presentations /Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**CIVIC AWARENESS**

**CODE: 19\_\_ /SA/CA52**

**CREDITS: 2  
TOTAL HOURS:26**

**OBJECTIVES OF THE COURSE**

- To enable students to gain knowledge about the importance of civic awareness
- To enable them to acquire the knowledge and attitudes that will make them responsible citizens
- To enable them to contribute for empowerment of society

**COURSE LEARNING OUTCOMES**

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

- Apply essential aspects of civic engagement (such as observation, reflection and dialogue).
- Recognise the potential for individual to bring about change
- Understand the role and impact of government policies on society
- Contribute to solving civic issues within the community

**Unit 1**

**Introduction**

**(10 hours)**

- 1.1 Introduction to Civic Awareness
- 1.2 Rights and Responsibilities, citizenship, electoral participation, volunteerism, activism and advocacy
- 1.3 Basic Understanding of the Indian Constitution – Preamble- Fundamental Rights - Rights and Duties of an Indian Citizen, Right to Information and Right to Public Services

**Unit 2**

**Governmental and Non-governmental Initiatives**

**(4 hours)**

- 2.1 Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report Card
- 2.2 Social Accountability
- 2.3 Government and Non-Government organisations working for important areas: Health, Sanitation, Energy, Waste Management, Food and Consumer Protection



**Unit 3****Field Work****(12 hours)**

Field Visit to Government and Non-Government Institutions for urban local governance/Schools and Community visits.

**BOOKS FOR REFERENCE**

Ahuja Ram. Social Problems in India. Rawat Publications. 3rd Edition, 2014

Allan, R. Modern Politics and Government. New York: Palgrave MacMillan, 2000.

Jacob. "Energy Policy", Nova publisher, 2009. Smith. C.B. Energy "Management Principles", Pergamon Press, 2006.

Bharucha, E. Textbook of Environmental Studies. Hyderabad: Universities Press, 2005

Sunil Khanna, Krishnamohan, Wealth from waste, Tata Energy Research Institute, 2006

**PATTERN OF ASSESSMENT****No End Semester Examination****Evaluation**

Reports of visits / Class Presentations / Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**Course on Social Awareness Offered to Students of  
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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**HEALTH AND WELLBEING**

**CODE: 19\_\_ /SA/HW52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To understand the concept of health and its importance for wellbeing
- To understand the factors affecting health
- To familiarise students with various health problems and its impact
- To familiarise students with basic concepts of AYUSH
- To acquaint students with Government and non-governmental health care services

**COURSE LEARNING OUTCOMES**

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

- Understand the importance of health and wellbeing
- Describe the different factors influencing health and wellbeing
- Understand basic concepts in AYUSH
- Identify the different Government and non-governmental Health Care Services

**Unit 1**

**Introduction (8 hours)**

- 1.1 Definitions and Concepts: Health and Fitness, Hygiene, Nutrition, Malnutrition, Under-nutrition, Disease, Mental Health, Well Being, Balanced Diet
- 1.2 Primary Health Care, Public Health Care, Health Problems in India, Environment and Health
- 1.3 Overview of Alternative systems of Medicine, AYUSH (Ayurveda, Yoga, Unani, Siddha, Homeopathy)
- 1.4 Major Health Problems Related to Women and Children

**Unit 2**

**Health Care Schemes and Institutions (6 hours)**

- 2.1 Health Care Services and Programmes – ICDS, Mid-day meal Scheme, Nutrition on Wheels, Applied Nutrition Programme
- 2.2 Government Health Care Schemes
- 2.3 Organisations - WHO, Indian Red Cross Society, ICMR, CSWB Hospitals (Types)
- 2.4 Health and Medical Insurance

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Urban and Rural Communities/Schools/Government and Non-Government Institutions working for Health Care Services

**BOOKS FOR REFERENCE**

Park, J., E., and Park, K, Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas.

Bajpee. Textbook of Preventive and Social Medicine. New Delhi: Jaypee Brothers Medical Publishers, 1995.

Park, K. Textbook of Prevention and Social Medicine. Jabalpur: Banaridas, 2011.

**Web Resources**

[www.health.com](http://www.health.com)

[www.aarogya.com](http://www.aarogya.com)

**PATTERN OF ASSESSMENT**

**No End Semester Examination**

**Evaluation**

Reports of visits / Class Presentations / Reflection Journal

**Total Marks: 50**

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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**MENTAL HEALTH**

**CODE:19\_\_/\_SA/MH52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To introduce students to the basic concepts related to mental health
- To create self-awareness and understanding among students on various factors impacting mental health
- To create awareness and understanding among students on rehabilitation of persons with mental health issues
- To create awareness of various laws and institutions working for mental health and rehabilitation of persons with mental health issues

**COURSE LEARNING OUTCOMES**

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

- Describe concepts relating to mental health issues
- Understand how attitudes towards mental health can be changed
- Exhibit understanding and empathy in dealing with persons with mental health issues
- Understand various laws and relating to persons with mental health issues
- Exhibit knowledge about institutions working in the area of mental health rehabilitation

**Unit 1**

**Introduction**

**(7 hours)**

- 1.1 Definitions, concepts-Mental health and wellbeing characteristics of a mentally healthy person,
- 1.2 Factors influencing mental health
- 1.3 Brief overview of mental illness
- 1.4 Basic information on-Life Style and Illness, Myths, Misconceptions about Mental Illness, Stigma and Discrimination

**Unit 2**

**Rehabilitation and Law**

**(7 hours)**

- 2.1 NGOs and institutions working for rehabilitation
- 2.2 Types of rehabilitations, Vocational training, Employment, Working with families, community – based rehabilitation
- 2.3 Ethics in Mental Health
- 2.4 Law and Mental Health

2.4.1 Mental Health Act, 1987

2.4.2 Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Government and Non-Government Institutions working for mental health/Visit to schools

**BOOKS FOR REFERENCE**

Kirsh, Steven, Children, Adolescents and Media Violence. London: Sage, 2006Singhal, Suhila.

Dua Pratibha, Budding Teens-Understanding Adolescence. New Delhi. Atlantic Publishers.2010.

Strasburger. Victor C, Wilson, Barbara, J. Children Adolescents and the Media. New Delhi. Sage Publications.2006.

**PATTERN OF ASSESSMENT**

**No End Semester Examination**

**Evaluation**

Reports of visits / Class Presentations / Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

**Course on Social Awareness Offered to Students of  
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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**RURAL REALITIES**

**CODE: 19\_\_ /SA/RR52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students to gain knowledge about rural realities and problems in rural communities
- To enable them to understand the local self-administration of rural development and various development agencies working for rural development
- To help them learn about community development programmes in India and policies relating to them

**COURSE LEARNING OUTCOMES**

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

- Articulate the socio-economic conditions of the people in the community
- Assess the needs and problems of the people in the community
- Understand various community development programmes

**Unit 1**

**Introduction**

**(7 hours)**

- 1.1 Rural Community Meaning, Characteristics: Types of Villages: Panchayat, Rural
- 1.2 Community Problems: Overview of Socio-Economic Problems - Poverty, Illiteracy, Financial Exclusions, Unemployment, Problems related to Agriculture, Health and Problems Related to Energy, Water and Sanitation
- 1.3 Gender issues, Issues related to Women and Children.

**Unit 2**

**Programmes**

**(7 hours)**

- 2.1 Community development programmes across the various sector in India: ICDS, MGNREGS, IRDP, PMGY, PMGSY, DIKSHA, NRHM, Indra Awas Yojana (IAY) –
- 2.2 Role of Voluntary Agencies in Rural Development and other Civil Society and NGOs in Rural Development
- 2.3 Corporate Social Responsibility (CSR) and Rural Community Development

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Government and Non-Government Institutions working for Rural Communities /Visit to Schools/ communities

**BOOKS FOR REFERENCE**

Meier, G. M., & Rauch, J. E. Leading issues in economic development. New York: Oxford University Press. (2005).

Mishra & Puri. Economics of Development and Planning. New Delhi: Himalaya, 2017.

**PATTERN OF ASSESSMENT****No End Semester Examination****Evaluation**

Reports of Visits / Class Presentations / Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**SOCIAL AND ECONOMIC ISSUES**

**CODE:19\_\_ /SA/SE52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To develop in students an awareness of social and economic issues in India
- Enable the students to understand the present social and economic situation of the country
- To acquaint students with the legislations and programmes on social and economic issues

**COURSE LEARNING OUTCOMES**

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

- Understand contemporary social and economic issues and debates about these issues
- Critically analyse the social and economic issues affecting rural and urban societies
- Demonstrate an understanding of various schemes and provisions

**Unit 1**

**Introduction**

**(7 hours)**

- 1.1 Definition of Society, Social System in India
- 1.2 Concept of Development and Underdevelopment
- 1.3 Social Stratification based on Caste, Class, Gender, Race, Religion
- 1.4 Clean Water and Sanitation
- 1.5 Gender Equality
- 1.6 Quality Education
- 1.7 Peace and Empowerment
- 1.8 Unemployment and Underemployment

**Unit 2**

**Legislation and Programmes to address Social and Economic Issues (7 hours)**

- 2.1 Role of State and Civil Society –Constitutional Provisions - Important Legislation to Protect Human Rights and RTI Act
- 2.2 Micro Small Medium Enterprises Act
- 2.3 Khadi and Village Industries Commission

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Government and Non-Government Institutions /Rural and Urban communities



### **BOOKS FOR REFERENCE**

Agrawal, A.N. Indian Economy Problem of Development and Planning. New Delhi: New International, 2010.

Datt, R. and Sundaram. K.P.M. Indian Economy. New Delhi: Sultan Chand, 2014.

Dhar, P.K. Indian Economy. New Delhi: Kalyani Publishers, 2010.

Desai, A.R., Rural Sociology in India Bombay, Popular Prakashan 1997. Doshi, S.L. and Jain P.C. Rural Sociology. Jaipur, Rawat Publications 1999

### **PATTERN OF ASSESSMENT**

#### **No End Semester Examination**

#### **Evaluation**

Reports of visits / Class Presentations / Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**URBAN REALITIES**

**CODE: 19\_\_ /SA/UR52**

**CREDITS: 2**

**TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students to understand urban social systems and their problems and the change processes in these communities
- To help them gain knowledge on the issues and their implications in urban communities

**COURSE LEARNING OUTCOMES**

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

- Demonstrate a broad understanding of urban realities
- Demonstrate critical thinking and judgment in identifying and solving problems with intellectual independence
- Demonstrate sensitivity and readiness to share their knowledge, experience, and demonstrate capabilities with the marginalised and oppressed in their communities

**Unit 1**

**Introduction**

**(7 hours)**

- 1.1 Urban Community: Meaning, Suburban, Under Developed Areas,
- 1.2 Urban Problems (Housing, Pollution, Homeless, Shelter-less and Street Vendors, Waste Management, Water and Sanitation Issues, Problems Related to Women, Children, Youth and Elderly)
- 1.3 Drug Addiction
- 1.4 Commercial Sex Workers
- 1.5 Migration
- 1.6 Juvenile Delinquency
- 1.7 Health
- 1.8 Urban Employment
- 1.9 Urban Settlement
- 1.10 Problems with Unorganized Sector

**Unit 2**

**Policies and Programmes**

**(7 hours)**

- 2.1 Urban Community Development Policies and Programmes
- 2.2 Urban Planning, Housing and Urban Development Corporation (HUDCO) and Jawaharlal Nehru National Urban Rural Mission
- 2.3 Role of NGOs in urban development
- 2.4 Role of Municipality and Corporation
- 2.5 Urban Health Mission.

**Unit 3**

**Field Work**

**(12 hours)**

Field Visit to Government and Non-Government Institutions /Schools/Urban communities

**BOOKS FOR REFERENCE**

Datt, Ruddar and K.P.M. Sundaram, Indian Economy, New Delhi: S. Chand and Co., 2010

Dhar P.K., Indian Economy, Ludhiana: Kalyani Publishers, 2010

Jhingan M.L. The Economics of Development and Planning, New Delhi: Vrinda Publications (P) Ltd., 2007.

Kuchhal, S.C. and Puri, The Industrial Economy of India, New Delhi: Chaitanya Publishing House, 1996.

**PATTERN OF ASSESSMENT**

**No End Semester Examination**

**Evaluation**

Reports of Visits / Class Presentations / Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600 086**

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**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**CARE OF SENIOR CITIZENS**

**CODE: 19 \_\_/SA/SZ52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To understand who caregivers are and the role they play in caring for the Senior Citizens
- To understand the process of ageing and its associated problems
- To understand the social and emotional problems of the Senior Citizens

**COURSE LEARNING OUTCOMES**

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

- Understand the role of caregivers
- Understand the various problems of Senior Citizens
- Identify the needs of the Senior Citizens
- Demonstrate an understanding of various rehabilitation measures for Senior Citizens
- Describe the policies and legal provisions for Senior Citizens

**Unit 1 Introduction (10 hours)**

- 1.1 Definition, meaning and role of care-givers
- 1.2 Characteristics of old age
- 1.3 Process of ageing: Cognitive, physical, psychological and social
- 1.4 Needs during old age- physical needs, healthcare needs, and psychological, social and economic needs
- 1.5 Problems of the aged- violence, neglect, abuse, crimes, empty nest syndrome, physiological and psychological problems of Senior Citizens

**Unit 2 Policies and Legal Provisions for the Senior Citizens (4 hours)**

- 2.1 National policies and programmes for Senior Citizen
- 2.2 Constitutional and legal provisions for the Senior Citizens

**Unit 3 Field Work (12 hours)**

Field Visit to Government and Non-Government Institutions for Senior Citizens

**BOOKS FOR REFERENCE**

Binstock, R.H and Shahas, E Handbook of aging and the Social Sciences 1976 Van Nostrand Reinhold

Desal, K.G Aging in India 1982 TISS Series 52

**PATTERN OF ASSESSMENT**  
**No End Semester Examination**

**Evaluation**

Reports of visits / Class Presentations /Reflection Journal

**Total Marks: 50**

**STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600086**

**Undergraduate Programmes**

**SERVICE LEARNING**

(Effective from the academic year 2019 – 2020)

Guidelines for the Conduct of the Course

**COURSE DESCRIPTION**

Service Learning (SL) is a course-based experiential learning that engages students in service to the community as an integrated aspect of a course. Students participate in an organised service activity that meets identified community needs and integrates the service activity to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. This method is seen as an effective way to enable students to achieve required learning outcomes through service to the community. Service Learning seeks to advance the goals of the curriculum.

The course promotes mutual learning experiences for both students and members of the community. The focus is on students reflecting on their experience of doing and learning i.e. active learning.

**OBJECTIVES OF THE COURSE**

- To enhance academic learning by challenging students to apply their subject knowledge and critical thinking to real-world situations
- To increase understanding of theoretical issues being addressed in the classroom
- To direct the students into practical settings where the objective is to serve the community
- To encourage reflection as a self-guided method for change and learning
- To develop skills necessary to establish and maintain relationship with communities
- To enable students to help communities learn and benefit through their active service inputs and facilitation

**COURSE LEARNING OUTCOMES**

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

- Make strong connections between curricular and experiential learning

- Reflect on how thoughts and actions impact the development of supportive and inclusive communities
- Reflect and document connections between knowledge and skills resulting from classroom learning and service-learning experiences
- Demonstrate skills in establishing and maintaining relationships with communities
- Evaluate impact/benefit of SL activities and interactions in communities

### **Stages for Service Component**

- Preparation for meeting community needs with the curriculum of selected course for the SL pedagogy
- Community interaction
- Reflection and learning on the service component

**Students will get two credits on completion.**

### **Guidelines for conduct of course**

SL should be utilised as pedagogy, not just a learning tool. It should be integrated into the course/module content and the class activities, with clearly identified learning outcomes and assessment methods.

A community partner/s should be identified, their needs assessed, and the appropriate partner selected. Faculty members should attend Partnership Events hosted by the SL Coordinator in order to cultivate and reinforce community partnerships.

Learning should include preparing the students to network, establish contact and interact with partner communities through service activities.

Faculty should prepare students for active engagement in the community and encourage them to **reflect critically** on their experience. Faculty should use rubrics to evaluate students' progress before, during and after the service learning programme.

Students should leave the service learning experience with a deeper and even changed understanding of themselves, the communities they work with, and their potential to participate in the civic life of communities, country, and world.

Service Learning as pedagogy creates the opportunity for students to try and live out the core principles and values of the institution.

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**B.A. DEGREE BRANCH – IA - HISTORY AND TOURISM**

**SERVICE LEARNING  
SYLLABUS**

**(Effective from the academic year 2019 onwards)**

**HERITAGE AWARENESS**

Awareness of Chennai's architectural heritage

**CODE:19HS/SL/HA52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students gain knowledge about the architectural heritage of Chennai and ways of preserving it.
- To provide them with practical experience of heritage conservation campaigns
- To help them acquire knowledge about institutions and organizations involved in the conservation of Chennai's architectural heritage.
- To create awareness of this heritage among the school students of Chennai through interaction with selected schools
- To develop teamwork, organisation, and communication skills necessary to work with communities and implement conservation strategies.
- To equip students with skills to envisage, plan and work out sustainable strategies for heritage conservation

**COURSE LEARNING OUTCOMES**

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

- Understand the value of heritage and the challenges involved in practical conservation
- Make strong connections between the architectural heritage students study about as part of their curriculum and their experiences.
- Explain ideas and concepts to school children to introduce them to Chennai's architectural heritage and what is needed for its conservation
- Adapt classroom learning to create a community-based programme of awareness and conservation of architectural heritage.
- Collaborate with and support organisations/institutions operating in the field of heritage conservation.

**Unit 1**

**Introduction to Service Learning**

**(2hours)**

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination
- 1.2 Meaning of community and understanding of community dynamics
- 1.3 Project planning stages and ethical concerns



**Unit 2**

**Activity-based preparation**

**(6 hours)**

2.1 Importance of Heritage and Conservation

2.2 Heritage of Chennai City

2.3 Heritage Conservation Organisations in Chennai (INTACH, Madras Inherited, Archaeological Survey of India etc.)

**Unit 3**

**Field Work**

Heritage Conservation activities (schools, communities, heritage sites, etc.) **(13 hours)**

Impact analysis; Documentation; Reflection, Recommendation and Follow-up **(5 hours)**

**BOOKS FOR REFERENCE**

Chitty, Gill (Ed.). *Heritage, Conservation, and Communities: Engagement, Participation, and Community Building*. Routledge, New York, 2017.

Batra, N.L. *Heritage Conservation: Preservation and Restoration of Monuments*. Aryan Books, New Delhi, 1997.

**WEB RESOURCES**

<http://www.intach.org/>

<https://madrasinherited.in/home/>

<http://asiegov.gov.in/>

**PATTERN OF ASSESSMENT**

**No End-Semester Examination**

**Evaluation**

**Total Marks: 50**

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio Format)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**B.V.A. DEGREE: BRANCH X – VISUAL ARTS**

**SERVICE LEARNING**

**SYLLABUS**

(Effective from the academic year 2019-2020)

**ART FOR CHILDREN**

**CODE: 19FA/SL/AC52**

**CREDITS: 2**

**TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To understand the relevance of service learning
- To explore the scope of engaging with institutions/organisations
- To acquire knowledge about teaching art to children
- To develop skills necessary to work with children
- To develop creative skills in art/design activities for children

**COURSE LEARNING OUTCOMES**

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

- Make strong connections between curricular and experiential learning
- Employ critical thinking skills in a variety of contexts
- Reflect and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Work with organisations/institutions operating for children
- Plan and implement art/design activities for children

**Unit 1**

**Introduction to Service Learning (2 hours)**

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination
- 1.2 Meaning of community and understanding of community dynamics
- 1.3 Project planning stages and ethical concerns

**Unit 2**

**Art/design activities for community (6 hours)**

Ideation, planning and preparatory work

**Unit 3**

**Implementation (18 hours)**

- 3.1 Visits to the field/community
- 3.2 Impact analysis and documentation

**PATTERN OF ASSESSMENT**

**No End Semester Examination**

**Evaluation:**

**Total Marks: 50**

Journal writing/class presentation/participation in and contribution to art/design activity

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**B.Sc. DEGREE: BRANCH IV – CHEMISTRY**

**SERVICE LEARNING**

**SYLLABUS**

(Effective from the academic year 2019 - 2020)

**POLLUTANTS AND ADULTERANTS**

**CODE: 19CH/SL/PA52**

**CREDITS: 2**  
**TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students to acquire knowledge about adulterants and spread the awareness to communities
- To help them, develop skills and present basic inputs on pollutants and their harmful effects
- To enable them envisage, plan and work out strategies in functioning with communities sustainably.

**COURSE LEARNING OUTCOMES**

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

- Enhance their classroom learning in the subject
- Employ critical thinking skills on importance of air, soil and water quality and management
- Understand the common adulterants and pollutants and apply this knowledge in daily life
- Apply their learning in real life situations and help communities learn
- Demonstrate skills in establishing and maintaining relationship with communities
- Apply the knowledge acquired about the services available for the communities they work with

**Unit 1**

**Introduction to Service Learning (2 hours)**

- 1.1 Service Learning Principles - engagement, reflection, reciprocity, public dissemination
- 1.2 Meaning of community and understanding of community dynamics.
- 1.3 Project planning stages and ethical concerns

**Unit 2**

**Activity-based preparation****(6 hours)**

- 2.1 Salient features of PFA Act, Common adulterants in ghee, turmeric powder, chilli powder, sugar, pepper, tea and coffee powder, flour; tests to detect adulteration (Basic principles)
- 2.2 Types of Food contaminants (Pesticide residues, bacterial toxins mycotoxins, seafood toxins, metallic contaminants, residues from packaging material)
- 2.3 Types of pollution – water, air and soil; types of pollutants-sources and their effects  
Gaseous pollutants - Oxides of carbon, sulphur, nitrogen, particulate matter  
Water pollutants-Biological agents, physical agents and chemical agent  
Eutrophication - biomagnification and bioaccumulation  
Soil Pollutants- Pesticides, biomedical waste and e-waste

**Unit 3****Field Work****(13 hours)**

Includes visits to the field/community

Impact analysis; Documentation; Reflection and Recommendation **(5hours)****BOOKS FOR STUDY**

Swaminathan Geetha and Mary George. *Laboratory Chemical Methods in Food Analysis*. Chennai: Margham, 2010.

Mendham J., Denny R.C., Barnes J.D and Thomas M. *Vogel's Text Book of Quantitative Chemical Analysis*, London: Pearson Education, 2002.

**BOOKS FOR REFERENCE**

Swaminathan, M. *Handbook of Food and Nutrition*. Bangalore: Bangalore Printing and Pub, 2001.

Luxmy Begum, *Water Pollution: Causes, Treatments and Solutions*. First Edition, October, 2015

**JOURNALS**

Journal of Food: Microbiology, Safety &amp; Hygiene

Journal of Pollution Effects &amp; Control

**WEB RESOURCES**<http://agmarknet.nic.in/adulterants.htm><https://www.nrdc.org/stories/water-pollution-everything-you-need-know>**PATTERN OF ASSESSMENT****No End-Semester Examination****Evaluation:****Total Marks: 50**

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio format)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**B.Sc. DEGREE: BRANCH V. A. PLANT BIOLOGY AND PLANT BIOTECHNOLOGY**

**SERVICE LEARNING SYLLABUS**

**(Effective from the academic year 2019 - 2020)**

**PLANTS AND PEOPLE**

**CODE: 19BT/SL/PP52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students to become sensitive to the needs of society and communities
- To help them develop skills necessary to establish and maintain relationship with communities
- To equip with skills to envisage, plan and work out sustainable strategies in relation to their course to benefit the community

**COURSE LEARNING OUTCOMES**

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

- Distinguish strong connections between curricular and experiential learning
- Report and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Collaborate with organisations/institutions operating in/for the communities they work with by using their programmes and services.
- Demonstrate skills in establishing and maintaining relationship with communities
- Develop, plan and work out strategies in working with communities

**Unit 1**

**Introduction to Service Learning (2 hours)**

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination
- 1.2 Meaning of community and understanding of community dynamics.
- 1.3 Project planning stages and ethical concerns

**Unit 2**

**Activity-based preparation (6 hours)**

- 2.1 Nutritive and medicinal value of plants: Growing Microgreens, Importance of Indigenous trees.
- 2.2 Ayurveda / Siddha Medicines for Common Ailments:
  - 2.2.1 Preparation of Infusion and Decoction, Mouth wash and Herbal Tooth Powder, Tailam, Churnam, and Leghyam.
  - 2.2.2 Preparation of Herbal Tea and Soups
  - 2.2.3 Facial and Hair Care using Herbal products.

**Unit 3**

**Field Work**

**(13 hours)**

Includes visits to the field/community

Impact analysis; Documentation; Reflection, Recommendation and follow-up

**(5 hours)**

**BOOKS FOR REFERENCE**

Anil Kumar. Handbook on Medicinal Plants. New Delhi. 2016.

Das, S.N. Medicinal Plants for Health and Wealth. New Delhi: Agrotech. 2006.

Dash, V.B. Ayurvedic Treatment for Common Diseases. New Delhi: Konark, 1978.

Dash, V.B. Fundamental of Ayurvedic Medicine. New Delhi: Konark, 1989.

Dananjay J. Deshpande., Handbook of Medicinal Herbs. Agrobios, 2010.

Duke, J.A. Handbook on Medicinal Herbs. London: CRC, 2002.

Froog, S. Medicinal Plants - Field and Laboratory Manual. New York: International Book 2005. Grewal, R.C. Medicinal Plants. Cambridge: Harvard University, 2000.

**PATTERN OF ASSESSMENT**

**No End Semester Examination**

**EVALUATION:**

**TOTAL MARKS: 50**

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio Format)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI – 600086**

**B.Sc. DEGREE: BRANCH VI. A. - ADVANCED ZOOLOGY AND  
BIOTECHNOLOGY**

**SERVICE LEARNING**

**SYLLABUS**

**(Effective from the academic year 2019-20)**

**FAUNAL DIVERSITY AND CONSERVATION**

**CODE:19ZL/SL/DC52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- equip them with skills to envisage, plan and work on sustainable strategies
- To enhance students' academic learning by challenging students to apply their subject knowledge and critical thinking to real-world situations
- To increase their understanding of theoretical issues being addressed in the classroom
- To direct them into practical settings where the objective is to serve the community
- To encourage reflection as a self-guided method for change and learning
- To enable students to acquire and disseminate knowledge about faunal diversity, its documentation and conservation
- To help them develop and disseminate skills necessary to identify and document faunal diversity

**To COURSE LEARNING OUTCOMES**

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

- Make strong connections between curricular and experiential learning
- Employ critical thinking skills in the context of conservation
- Learn skills for identifying and documenting fauna on campus
- Prepare a compilation of the fauna observed and identified on campus
- Reflect and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Envisage, plan and work on sustainable strategies for sustaining campus fauna

**Unit 1**

**Introduction to Service Learning (2hours)**

- 1.1 Introduction to Service Learning - Service to the Community – Learning through service – identifying the community for creating awareness on faunal biodiversity and conservation
- 1.2 What is biodiversity? - Need for biodiversity conservation – Broad classification of biodiversity - Urban biodiversity – Sustaining urban biodiversity

**Unit 2**

**Activity Based Preparation (6hours)**

- 2.1 Workshop on faunal survey methodology
- 2.2 Surveys on campuses - Identification of fauna - documentation

**Unit 3****Field Work****(13hours)**

Field visits - Sharing methodology and skills with students

Survey of campus habitats and suggestions for conservation – preparation of booklet based on the survey

Self-reflection and analysis - Report of experience

**(5hours)****BOOKS FOR REFERENCE**

Ahimaz, Preston (2014): A guide to some urban fauna of India. Madras Naturalists Society, Chennai

Ali, Salim (2017): The book of Indian birds. Bombay Natural History Society

Hill, David, Fasham, Mathew, Tucker, Graham, Shewry Michael and Philip Shaw (eds.).(2005): Handbook of Biodiversity Methods. Survey, Evaluation and Monitoring. Cambridge University Press. New York

Kehimkar, Isaac (2016): Butterflies of India. Bombay Natural History Society

Maiti, Prabodh, K. and Maiti, Paulami (2011). Biodiversity: Perception, peril and preservation. PHI Learning Pvt. Ltd. New Delhi

Smetacek, Peter (2018). A naturalist's guide to the Butterflies of India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka. Prakash Books.

**PATTERN OF ASSESSMENT****No End-Semester Examination****Evaluation:****Total Marks: 50**

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio format)



**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI -600 086**

**B.Sc. DEGREE: BRANCH VI A- ADVANCED ZOOLOGY AND BIOTECHNOLOGY**

**SERVICE LEARNING  
SYLLABUS**

(Effective from the Academic Year 2019-2020)

**HEALTH AND HYGIENE**

**CODE:19ZL/SL/HH52**

**CREDITS : 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enhance student's academic learning by challenging students to apply their subject knowledge and critical thinking to real-world situations
- To increase student's understanding of theoretical issues being addressed in the classroom
- To direct the students into practical settings where the objective is to serve the community
- To encourage reflection as a self-guided method for change and learning
- To enable students to become sensitive to the needs of society and communities
- To develop skills necessary to establish and maintain relationships with communities in relation to aspects of health and hygiene
- To equip students with skills to envisage, plan and work on sustainable strategies for communities to engage with in relation to health and hygiene

**COURSE LEARNING OUTCOMES**

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

- Make strong connections between curricular and experiential learning
- Reflect on how thoughts and actions impact the development of supportive and inclusive communities
- Reflect and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Understand the services and needs of communities in relation to aspects of health and hygiene
- Demonstrate skills in establishing and maintaining relationships with communities
- Envisage, plan and work on sustainable strategies that benefit personal and health of the community

**Unit 1**

**Introduction to Service Learning (2Hours)**

- 1.1 Introduction to Service Learning- Learning through service – Assessment of community needs-Preparation for translating knowledge to community-Modes of presentation- Awareness programmes
- 1.2 Concept of Personal and Environmental hygiene and its impact on health.
- 1.3 Environment and Hygiene: Pollution – Waste management- Clean surroundings.

**Unit 2**

**Activity-based preparation (6 Hours)**

- 2.1 Communicable diseases: Causative agent-mode of infection and preventive measures for the following diseases:
- Air borne – Tuberculosis, Measles, and SARS
  - Water borne – Amoebiasis, Typhoid, Jaundice, Leptospirosis
  - Sexually transmitted – HIV-AIDS, Syphilis and Gonorrhoea
  - Diseases spread by mosquitoes – Malaria, Filariasis and Dengue Fever
- 2.2 Non- Communicable diseases: Causes, symptoms and management of the following:
- Diabetes, Hypertension, Cancer (Oral, breast and Cervical) and Thyroid disorders.
- 2.3 Women and Health: Hygiene during menstrual period, Birth-Impact of marriages between close relatives.

**Unit 3**

**Field Work**

**(13 hours)**

Visit to community/Schools

Self-reflection, Analysis – Report writing/documentation.

**(5 hours)**

**BOOKS FOR REFERENCE:**

Guyton, A.C. (2011). *Text Book of Medical Physiology*. (12th ed.). Philadelphia: W.B. Saunders & Co.

Park, J.E. (1991). *Textbook of Preventive and Social Medicine*. Banarsidas Bhanot,.

P. S. Verma and V.K. Agarwal (2017). *Principles of Ecology*. New Delhi: S.Chand

**PATTERN OF ASSESSMENT:**

**No End Semester Examination**

**Evaluation:**

**Total Marks: 50**

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio Format)

**STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086**

**BACHELOR OF COMPUTER APPLICATIONS  
SERVICE LEARNING**

**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**COMPUTER BASICS**

**CODE:19CS/SL/CB52**

**CREDITS: 2  
TOTAL HOURS: 26**

**OBJECTIVES OF THE COURSE**

- To enable students to become sensitive to the needs of society and communities
- To develop skills necessary to establish and maintain relationships with communities
- To enable students to use their computer skills to teach school students computer basics (operating system, files, folder and components of a computer, basics of word processing)

**COURSE LEARNING OUTCOMES**

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

- Make strong connections between curricular and experiential learning
- Reflect and document connections between knowledge and skills, resulting from classroom learning and service-learning experiences
- Demonstrate skills in establishing and maintaining relationship with communities
- Transfer knowledge and skills they have gained in class to new situations within and beyond their academic courses
- Demonstrate knowledge and gain teamwork skills by actively participating in imparting basic computer skills to the community

**Unit 1**

**Introduction to Service Learning**

**(2Hours)**

- 1.1 Service Learning Principles- engagement, reflection, reciprocity, public dissemination;
- 1.2 Meaning of community and understanding of community dynamics.
- 1.3 Project planning stages and ethical concerns

**Unit 2**

**Activity-based preparation**

**(6 Hours)**

Preparation of resource materials and activities to teach

**2.1 Components of Computer System**

2.2 Input/output Devices - Hardware and Software - Connecting keyboard, mouse, monitor and printer to CPU and checking power supply

2.3 Operating System - Popular Operating Systems - User Interface - Icons - Common

Icons, Status Bar, Using Menu and Menu-selection - File, Folders and Directories –  
Creating and Renaming of files and folders - Using help - Creating Short cuts  
2.3 Understanding Word Processing - Opening and Closing of documents - Text creation  
and manipulation - formatting of text -Table handling - Spell check, language setting  
and thesaurus -Printing of word document

**Unit 3**

**Field Work**

Includes visits to the field/community/schools **(13 hours)**

Impact analysis; Documentation; Reflection, Recommendation and follow-up. **(5 hours)**

**BOOKS FOR REFERENCE**

Weverka, Peter. *Office 2013 All-in-one for Dummies*. John Wiley & Sons, 2013

Channelle, Andy. *Beginning OpenOffice 3*. Apress, 2008

**PATTERN OF ASSESSMENT**

**No End-Semester Examination**

**Evaluation:**

**Total Marks: 50**

Journal Writing / Class Presentations (individual or group) / Documentation (photos with captions, short reports in portfolio Format)